Utica University 2024 Undergraduate Catalog Summer-Fall

MAY 2024

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

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About Utica University

Mission Statement and Values

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

Undergraduate Education

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

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

One of the University's greatest assets is its energetic and accomplished faculty. Most hold advanced degrees from prestigious American or international graduate schools. Of Utica's full-time faculty, 67 percent have earned the terminal degree appropriate to their fields. Although many faculty members are engaged in research, their primary concern is high-quality undergraduate instruction. Utica University students have direct contact with their instructors because the typical class at Utica University consists of 14 students. All instructors personally advise students regarding academic programs, and all faculty members are available to consult personally with individual students who are enrolled in their classes. In addition to faculty services and counseling, Utica University also offers professional academic and career planning, advising, and personal counseling to all students

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

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

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

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

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

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

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

Our Academic Promise

For information on our Academic Promise, please visit this link.

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.

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 Kristin Phelps, Director for Human Resources (315) 792-3024.

Utica University has designated the Director for Human Resources in the Office of Human Resources (315) 792-3276 (or hr@utica.edu) 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 misconduct (sexual harassment, sexual assault, dating/intimate partner violence, or stalking) by anyone at this University, including any students, staff, administrators, or faculty as well as vendors, contingent employees, independent contractors, clients, and consultants are encouraged to report such conduct to the Title IX Coordinator so that they may investigate and resolve the problem. Individuals who feel subjected to sexual misconduct should report the circumstances orally and 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: Ann Ciancia, Director of Contracts and Compliance/Title IX Coordinator (315-223-2341 or accianci@utica.edu

Deputy Title IX Coordinator: 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 is Mr. Richard Racioppa, Dean of Students, (315) 792-3100.

Disclaimer Statement

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

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

Institutes and Centers

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

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

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 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. Utica University is Test Optional so the submission of SAT 1 or ACT score are optional for all programs. Joint Health Professions Programs may require test scores per the requirements of the selected medical school. 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.

To apply to Utica University visit www.utica.edu/apply. Questions regarding Utica can be sent to Admiss@utica.edu. Interviews and campus visits may be scheduled at www.utica.edu/visit or 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 http://www.utica.edu/events

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 admiss@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.

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.

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.

First Year Admissions Dates and Deadlines Fall 2024 Admission

Application Type	Application Deadline	Financial Aid Deadline	Notification Date	Response Deadline	Interview Deadline
Early Decision	November 1	November 15	December 15	January 5	
Early Action	November 15	January 15	December 15	May 1	
Early Action II	December 15	January 15	January 1	May 1	
Priority Regular Decision	January 15	February 1	February 1 - March 1	May 1	
HEOP	January 15	February 1	Begin in March	May 1	March 1
International	July 15				
Rolling Admission	Applications will be accepted until programs are filled. We encourage all applicants to apply as soon as possible. Decisions are mailed within 2-3 weeks of a completed application for admission.			May 1 or 20 days from the date of admission, whichever is later	

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

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

International Student Admissions

Utica University welcomes applications from international students and seeks to enroll those who have demonstrated academic potential in their home countries. International students enhance the cultural richness and diversity of a campus community. Students whose native language is not English are required to submit proof of their proficiency in English. TOEFL (550/79) and IELTS (6.0) scores will be accepted. International students may also be required to take additional English courses (ENG 100 /ENG 101 /ENG 102) to prepare them for future writing-intensive courses and assignments at Utica University.

International students may complete the Utica University application or the Common Application. The International Student Certification of Finances Form, along with third-party verification, **must** accompany the application. The U.S.

Immigration and Customs Enforcement requires this documentation. While an admission decision can be made without this, the I-20 form cannot be issued until this document and third-party verification of funding are received.

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

Prior to enrolling in any program at Utica University, prospective students who intend to work outside the United States should confirm with the appropriate agency whether the successful completion of their intended degree program at Utica will meet the credentialing requirements of the country in which they intend to seek employment. Utica University shall not be liable if the student is unable to qualify for licensure or certification.

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

Non-matriculated Students

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

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

Readmission

If a student has been a matriculated student anytime in the past, 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.

Special Admission Programs

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

- # Opportunity Programs

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

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

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

- # Joint Health Professions Programs

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

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

- ## Three-Year Study Option

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

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

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

- ## Veterans

Veterans of the Armed Services are encouraged to apply for admission to Utica 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.

- ## Special Students

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

Transfer Student Admissions

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

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

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

Due to the disruption caused by COVID-19 to higher education, any otherwise transferable coursework completed during the spring, summer, and fall 2020 terms and the spring 2021 term with a grade of Pass (P), Satisfactory (S), credit (CR), or other similar mark of satisfactory completion will be accepted for transfer credit as well as admission requirements.

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

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

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

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

Partial Core Exemption: Component One

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

Partial Core Exemption: Component Two

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

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

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

Partial Core Exemption Component Three

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

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

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

General Education Exemption

Transfer Students with 45 or more credits from a 4-year college but without a Bachelor's Degree

Trasnfer students entering with an associate's degree, 45 credits from a four-year accredited institution(s), or 57 credits combined from two- and four-year accredited institutions with at least 36 from a four-year institution(s), the University's general education requirements will be waived. You will still need to complete the requirements of your major, including the total credit hours for the degree, a DEI course requirement, and the New York State required minimum number of credit hours in the liberal arts and sciences.

Partial General Education Exemption

Transfer students matriculating with courses from another institution that transfer into Utica University as required courses that complete Goals 1-7 of General Education are exempt from the corresponding requirements in the General Education program.

Students seeking an exemption from the written communication requirements in Goal 1 should apply to the Basic Studies Committee of the English department in their first semester at Utica University.

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

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)
- CMM 104 - Digital Public Address (3)
- CMM 203 - Oral History Performance: An Introduction to Critical Ethnography (3)
- THE 136 - Elements of Acting (3)

Goal 2:

Demonstrate critical thinking and reasoning (3 credits)

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 104 - Philosophy of Religion (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)
- PHI 110 - Introduction to Political Theory (3)
- POL 110 - Introduction to Political Theory (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)
- MAT 151 - Pre-Calculus (3)
- MAT 201 - Calculus I (3)

Goal 4:

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

- BIO 105 - Fundamentals of Biology (0, 4)
- BIO 111 - Nature and Humans (0, 4)
- BIO 114 - Water and Life (4)
- CHE 105 - Chemistry of Everyday Things (0,4)
- CHE 113 - Survey of Chemical Principles (4, 0)
- CHE 211 - General Chemistry I (0,4)
- ENV 201 - Introduction to Environmental Issues (3)
- GOL 105 - Society, Earth, and the Environment (3)
- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)
- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- PHY 164 - Decoding the Universe (4)

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

- CMM 261 - Media Writing (3)
- ENG 304 - Writing with Purpose (3)
- ENG 315 - Professional Writing (3)
- SOC 201 - Social Science Research and Writing ()

Goal 2:

Demonstrate critical thinking and reasoning

- LST 259 - The Meaning of Life (3)

Goal 4:

Demonstrate scientific literacy through evidence-based inquiry

- ENV 313 - Environmental Injustice: Race & Class (3)

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)
- ENG 145 - Literature in Focus (3)
- ENG 297 - Immigration in American Literature (3)
- ENG 325 - London in Literature (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- LIT 347 - Women and Literature (3)
- LIT 358 - Postcolonial Literatures (3)
- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)

Area B: Fine, visual, & performing arts

- CMM 303 - Storytelling (3)
- ENG 309 - Writing Poetry (3)
- FIA 115 - Introduction to Art (3)
- FIA 245 - Early Art History: Ancient Through Medieval (3)
- FLM 201 - Introduction to Film Studies (3)
- FLM 451 - Science Fiction Cinema (3)
- MUS 115 - Introduction to Music (3)
- MUS 327 - World Music (3)
- THE 115 - Introduction to Theatre (3)
- THE 320 - Theatre for Social Justice (3)
- THE 365 - Black Feminisms Onstage (3)
- THE 385 - World Drama (3)
- THE 455 - Theatre History I (3)

Area C: Intercultural competency

- ARB 101 - Beginning Arabic I (3)
- ANT 101 - Introduction to Anthropology (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- ANT 263 - Anthropology of South Asia (3)
- ANT 312 - Social Science Research Methods (3)
- ANT 367 - Food and Culture (3)
- ANT 415 - Cultures, Health, & Healing (3)
- CMM 325 - Intercultural Communication (3)

- CMM 338 - The Rhetoric and Performance of Tourism (4)
- FRE 101 - Beginning French I (3)
- FRE 102 - Beginning French II (3)
- ITA 101 - Beginning Italian I (3)
- ITA 102 - Beginning Italian II (3)
- JPN 101 - Beginning Japanese I (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 115 - Spanish for Health, Medicine and Wellness I (3)
- SPA 102 - Beginning Spanish II (3)
- SPA 116 - Introduction to Spanish in the Justice System (3)
- SPA 125 - Spanish for Health, Medicine and Wellness II (3)
- SOC 312 - Social Science Research Methods (3)
- SOC 383 - Social Deviance (3)

Goal 6:

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

Area D: Historical reflection

- HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)
- HIS 135 - Introduction to The African Diasporic Experience (3)
- HIS 136 - Introduction to Afro-Latin America (3)
- HIS 165 - Europe and the World (3)
- HIS 200 - Select Topics: History (1 to 3)
- HIS 265 - Methods in European History from Herodotus to the Present (3)
- HIS 273 - Russia: Historical Legacy and Peoples (3)
- HIS 300 - Select Topics: History (1 to 3)
- HIS 311 - History of New York State (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 314 - From Women's Liberation to Hip-Hop Feminism: American Women, 1960-Present (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 367 - Central Europe and the Balkans: Its People and History (3)
- HIS 377 - Plague, Famine, Calamity and Response in European History (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 384 - Propaganda and Identity in Modern Europe (3)
- HIS 387 - Europe at War (3)
- HIS 400 - Select Topics: History (1 to 3)

Area E: Culture and society

- ANT 397 - Inside Globalization (3)
- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- HIS 210 - Refugee USA (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 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)
- SOC 366 - Computational Social Science (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- SOC 383 - Social Deviance (3)

Area F: Engaged citizenship

- COM 466 - Community Organizing (3)
- CRJ 342 - Law and Justice (3)
- HRA 211 - Introduction to Human Rights (3)
- JLM 381 - Censorship (3)
- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)
- POL 203 - Comparative Politics (3)
- PSY 211 - Statistics in the Behavioral and Social Sciences (3)
- POL 221 - State and Local Government (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 243 - Introduction to Law and Society (3)
- POL 323 - Politics of Utopias and Dystopias (3)
- POL 332 - Public Administration (3)
- POL 346 - Civil Liberties (3)
- POL 347 - Race and Gender in the Law (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

- CMM 164 - Media Literacy (3)

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
- Global Citizenship
- Environmental Justice

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.

Financial Aid

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. New York state funds are available for a total of eight semesters less any semesters used before transfer.

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

The amount of need-based financial assistance awarded is based on the financial analysis systems of Utica 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.

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.

Available Financial Aid

Undergraduate On-Ground Students

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

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

Federal and state grants

Federal Pell Grants

Pell Grants are awarded based strictly on the student's Expected Family Contribution (EFC). The maximum Pell Grant a student can receive is $7,395 for the academic year. Students eligible for these awards will see them reflected on the financial aid award notice.

Federal Supplemental Education Opportunity Grants (SEOG)

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

New York State Tuition Assistance Program (TAP)

TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to $5,665. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

New York State Enhanced Tuition Awards (ETA)

The Enhanced Tuition Awards (ETA) program provides tuition awards to students who are New York State residents attending a participating private college located in New York State. Recipients will receive up to $3,000 in additional funding for families who have a combined federal adjusted gross income of $125,000 or less. New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

Scholarships

Utica College offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need. Please follow this link scholarships, grants and awards: http://www.utica.edu/finance/sfs/options/index.cfm

Student employment opportunities

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

Federal Direct Student Loans

There are two types of federal direct loans and your eligibility for both is determined using your financial aid application. The Federal Direct Subsidized Loans are interest-free while you are enrolled in college. The Federal Direct Unsubsidized loans accrue interest while you are enrolled. You can choose to pay the interest each month while in school, or allow the interest to accumulate.

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

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

Borrowing limits for 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 and credit checks

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

Loan Repayment

No payment is required while students are enrolled at least half-time. Repayment begins six months after graduation, the student leaves college, 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://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 fixed interest rate is fixed for the life of the loan and is determined annually on June 1.
- An origination fee is determined annually on October 1.
- A credit check is conducted when you begin the loan application process
- If a parent is credit denied the loan, an additional unsubsidized loan will be awarded to the student's financial aid package.
- Students with a status of "freshman", or "sophomore", will receive an additional $4,000, while students of "junior", and "senior", status will receive an additional $5,000.
- Students are required to complete the Free Application for Federal Student Aid (FAFSA) in order for their parents to use the Direct PLUS loan program.

Loan Repayment

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

Alternative Educational Loans

Alternative loans are another option to fill in the gap between the offered aid and the total cost of attendance. Students wanting more information about alternative loan programs, please select the link below. By doing so, students will have access to a list of several alternative loan lenders. Please visit: http://www.utica.edu/loan-compare

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

Students applying for financial aid at Utica University 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.

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TAP helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to $5,665. Because TAP is a grant, it does not have to be paid back. The College will estimate the amount of TAP students may be eligible for but all New York State residents need to apply for TAP at https://www.tap.hesc.ny.gov/totw/ annually.

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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.

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- $7,500 Juniors/Seniors (maximum $5,500 may be subsidized)

Borrowing limits for students who meet the independent criteria and depending on your class level:

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Interest rates and credit checks

- 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://studentaid.gov

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- 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**

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Special Aid Programs

Higher Education Opportunity Program (HEOP) Grants

This program is limited to full-time undergraduate on-ground students.

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

Selection of Recipients and Allocation of Awards.

The student must be:

- New York state resident;
- An admitted matriculated undergraduate student at Utica University; and
- Academically and economically disadvantaged according to guidelines approved by the New York State Education Department.

Selection of eligible applicants for participation in HEOP is conducted by the Utica University Higher Education Opportunity Program at the time of admission.

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

Rights and Responsibilities. Students must continue to make satisfactory academic progress. Contact the Center for Student Success for details.

Collegiate Science and Technology Entry Program (CSTEP)

Limited to full-time undergraduate on-ground students

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

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

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

Aid for Part-Time Study (APTS)

Application Procedure. Application is made through the Utica University Center for Student Success on an APTS application.

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

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

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

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

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

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

Selection of Recipients and Allocation of Awards.

To be eligible, a student must:

- Be at least one-fourth American Indian, Eskimo, or Aleut;
- Be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs;
- Be enrolled in or accepted for enrollment at Utica University, pursuing at least a four-year degree; and
- Have financial need.

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

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

State Aid to Native Americans

Application Procedure. Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. The completed application form should be forwarded by the student to the Native American Education Unit along with the following materials:

- Official transcript of high school record or photostat of General Equivalency Diploma;
- Letter(s) of recommendation from one or more leaders in the community attesting to personality and character;
- Personal letter, clearly setting forth in detail educational plans and desires;
- Signatures of the parents of minor applicants, approving education plans;
- Official tribal certification form; and
- Copy of letter of acceptance to Utica University. Students must be on the official tribal roll of a New York state tribe or the child of an enrolled member of a New York state tribe, and a resident of New York State.

Selection of Recipients and Allocation of Awards. Students must be enrolled at Utica University. State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

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

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

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:

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

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

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

Army and Air Force ROTC

Limited to full-time undergraduate on-ground students

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

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

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

Tuition Assistance for Vietnam Veterans

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

Proof of service in Indochina is necessary and students must be matriculated.

Selection of Recipients and Allocation of Awards.

- The student must be a New York state resident;
- Apply for TAP and Pell;
- Have served in Indochina between December 22, 1961, and May 7, 1975; and
- Have been discharged from the service under other than dishonorable conditions.

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

The Fry Scholarship for Fallen Military Service members

Application Procedure. A special application can be downloaded from http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp

Selection of Recipients and Allocation of Awards. Children of those who died in the line of duty and surviving spouses can be eligible for this scholarship opportunity. Recipients and allocation of awards will be determined by the Department of Veteran Affairs.

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

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

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

Award Schedule. Award amounts vary with tuition.

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

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

Selection of Recipients and Allocation of Awards.

Eligibility for vocational rehabilitation services is based upon:

- The presence of a physical or mental disability that for the individual constitutes or results in a substantial handicap to employment; and

- The reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability. Students may receive services including, but not limited to: counseling and guidance, evaluation of vocational potential, physical and mental restoration services, transportation, placement assistance and instruction, and training including that given at institutions of higher education.

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

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

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

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 this the Academic Standards page.

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

- Financial Aid Recipient Withdrawals

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

  Financial aid eligibility is based on the cost of education (tuition, mandatory fees, housing, meal plan, books, etc.) incurred for the entire semester, and it 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. For on ground programs, the percent of aid earned is based on the date of withdrawal divided by the total number of

days in the semester. For distance education programs, the percent of aid earned is based on the last date of academic activity in the payment period. If the institutional charges are reduced or recalculated, this change may result in the reduction or loss of the recipient's other sources of financial aid.

- Failure to Withdraw Officially

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

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

Rights and Responsibilities

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

Student Rights

Students have the right to know:

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

Student Responsibilities

Students' responsibilities are to:

- complete all application forms accurately and submit them on time.
- provide correct information. Misreporting of information on financial aid application forms is a violation of the law and may be considered a criminal offense that could result in indictment under the U.S. Criminal Code.
- return all additional documentation, verification, corrections, and any new information requested by either the Center for Student Success 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 https://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 https://studentaid.gov. An exit hold which will prevent the student from receiving diplomas 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 must 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 must 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	Institutional Programs
• Pell Grant • Supplemental Educational Opportunity Grant (SEOG) • Federal Work-Study • Direct Loan • Parent Loan (PLUS) for Undergraduate Students	• 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

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.

Maximum Time Frame for Degree Completion

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

Failure to Meet Satisfactory Academic Progress

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

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.

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

POLICY FOR UNDERGRADUATE FINANCIAL AID APPLICANTS

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

To be making satisfactory academic progress toward a degree, students must maintain specified grade point averages and proceed through the program at a pace leading to completion within a specified time frame. Note that the criteria for the New York State Tuition Assistance Program satisfactory academic progress differ from the Federal and Utica University satisfactory academic progress criteria.

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

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

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

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

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

Pursuit of Program

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

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

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

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

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

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

Failure to Meet Satisfactory Academic Progress

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

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

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

Neither paying for one's classes nor sitting out a semester is sufficient to re-establish the state financial aid eligibility of a student who has failed to meet SAP. If an unusual or extraordinary circumstance contributed to a student's lack of satisfactory academic progress, the student may appeal the denial of state financial aid.

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

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

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 Executive Director of Student Success will respond to the appeal in writing.

Please be aware that an appeal may only be approved once. Students who lose TAP eligibility a second time can only re-establish eligibility for future TAP payments by successfully completing the required number of credit hours and by attaining the overall required grade point average by the end of the next semester.

Failure to Meet Academic Standards

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

Return to Title IV Federal Refund Policy

This policy is for all students receiving federal and/or 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 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 is not attending another class at that time may provide a written statement to the college indicating his or her intent to attend the future class within that term. If the student does not submit the statement or submits the statement and doesn't actually attend, the student is considered a withdrawal and a Return to Title IV calculation must be completed.

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

A simple equation to explain the process is:

(% of term completed) x (total aid awarded) = earned aid
(Total aid awarded) - (earned aid) = unearned aid to be returned to the federal government

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

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

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 he or she 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 overaward from the student, the student will be reported to the Department's Default Resolution Group for future collection actions.

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

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

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

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

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

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

If the answer is YES, go to question 2.

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

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

If the answer is NO, go to question 3.

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

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

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

Refund Policies

Refund Policy for Main Campus Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees. (See also "Housing Policy" in the student handbook). The following refund schedule applies only to the standard fall and spring terms for complete withdrawal from the college.

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

Refund Schedule:

Tuition
On or before the scheduled drop/add deadline for the term: 100%
through the 7 days following drop/add deadline for the term: 90%

through the 14 days following drop/add deadline for the term: 50%
through the 24 days following drop/add deadline for the term: 25%

Thereafter, no refund will be given.

Room
100% Refund through end of week 2

Board
100% prior to 1st meal offered.

Pro-rated through end of week 9

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

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

Refund Policy for Online and Hybrid Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her 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

Undergraduate Online and Hybrid Students

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

Undergraduate Accelerated Bachelor of Science in Nursing (ABSN) Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her 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

Annual Cost of Attendance 2024-2025

Please visit the following links for annual cost of attendance.

Main Campus Undergraduate

Online Undergraduate

ABSN

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 University 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

Undergraduate, on-ground tuition at Utica University is payable on a per semester basis, plus a student activities fee, a technology fee, and a health and safety fee. In addition, there is a fee-per-term for each laboratory science course and for occupational therapy laboratory courses. In the face of rising costs, charges will be subject to change.

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

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

Payment Plan

Although semester balances are due and payable by a designated date for graduate and undergraduate on-ground students, payment plans are available for the Fall and Spring terms. To enroll in Utica University's payment plan the student must log in to their Banner Web account: Go to bannerweb.utica.edu then follow this path: Student Account > Access My Account > Installment Payment Plans. Then choose the appropriate option.

The payment plan for main campus students (undergraduate) is divided into five (5) monthly payments with a $75 enrollment fee for the semester. The remaining balance will be payable in five installments during the course of the semester. Graduate and undergraduate on-ground students should refer to http://www.utica.edu/finance/sfs for important dates and deadlines listed on your payment guide.

Online and ABSN students have a four-payment plan with one-fourth due 3-4 weeks prior to the start of the semester. Online and ABSN students should refer to the Academic Calendar for important dates and deadlines.

Credit-Hour Charges

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

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

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

An independent study course, not part of a full-time program, is charged at the undergraduate on-ground rate.

Tuition for experience credit is $464 per credit hour rate for main campus students, and charged at the per credit hour rate for other programs (Online and ABSN tuition rates).

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

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 who is graduating will not receive his or her diploma until all outstanding debts have been paid.

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

Scholarships, Grants and Awards

Utica University offers access to a broad range of scholarships, endowed grants, and annual awards. Eligibility is determined on the basis of academic performance and some require financial need. Incoming students are evaluated at the time of admissions, and returning students will be invited to apply. For more information see: www.utica.edu/finance/sfs/options/index.cfm

Tuition and Expenses

Return to: General Financial Information

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

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

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

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

Payment Plan

Although semester balances are due and payable by a designate date for graduate and undergraduate on-ground students, payment plans are available for the Fall and Spring terms. To enroll in Utica University's payment plan the student must log in to their Banner Web account: Go to bannerweb.utica.edu then follow this path: Student Account > Access My Account > Installment Payment Plans. Then choose the appropriate option.

The payment plan for main campus students (undergraduate and graduate) is divided into six (6) monthly payments with a $75 enrollment fee for the semester. The remaining balance will be payable in five installments during the course of the semester. Graduate and undergraduate on-ground students should refer to http://www.utica.edu/finance/sfs for important dates and deadlines listed on your payment guide.

Online and ABSN students have a four-payment plan with one-fourth due 3-4 weeks prior to the start of the semester. Online and ABSN students should refer to the Academic Calendar for important dates and deadlines.

Credit-Hour Charges

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

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

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

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

Tuition for experience credit is $464 per credit hour rate for Main Campus, and charged at the per credit hour rate for other programs (Online and ABSN tuition rates).

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

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.

Schedule of Tuition, Fees, and Deposits

https://www.utica.edu/tuition-and-financial-aid/tuition-and-fees

Scholarships, Grants and Awards

Return to: General Financial Information

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

Student Life

Utica 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)

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

- Campus Dining Services
- Office of Campus Safety
- Student Living & College Engagement
- Office of Student Conduct and Community Standards
- Office of Student Affairs
- Student Wellness Center
    - Student Counseling Center
    - Student Health Center
        - All full-time undergraduate students must carry health insurance. Utica University offers a health insurance plan for students who do not have alternate coverage which is charged to your account every semester. This charge varies semester to semester. Health insurance covers medical services not available at or through the Student Health Center. Full-time students who already have alternate health insurance and do not want the student health insurance must complete an online waiver each year the student enrolls at Utica University. All international students and international visiting faculty are required to take the Utica University international health insurance plan. There is no waiver of this plan. Information on the student health insurance is available at the

Student Health Center at (315) 792-3094 or visit the following link: http://www.utica.edu/finance/sfs/index.cfm.

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

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

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

Finally, you may be thinking about what happens next, after you graduate from Utica 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.

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.

Acceleration of Study

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

Advanced Placement and International Baccalaureate

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

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

International Baccalaureate (IB) Equivalencies

Advanced Placement Equivalencies

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

Subject Examinations of the College-Level Examination Board

Time: Before or during attendance at Utica University.

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

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

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

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

Dual Enrollment or Bridge Coursework

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

Limits: Procedures governing the evaluation of transfer credit will apply

College-Level Examination Program (CLEP)

CLEP provides a mechanism for students to meet the requirements of a class through examination. Utica University recognizes students' prior learning by accepting the CLEP tests indicated in the CLEP equivalencies chart posted on the Utica University Transfer Admissions website. CLEP equivalencies will be reviewed periodically and are subject to change. Scores must be at or above the 50th percentile.

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

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

College Proficiency Examinations

Time: Before or during work at Utica University.

Place: As directed by the agency administering the exams.

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

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

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

Credit from Noncollegiate Institutions

Time: Before or during work at Utica University.

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

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

Cost: None.

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

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

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

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

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

Military Service School Credit

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

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

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

Cost: None.

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

Credit Earned through Correspondence Courses

Time: Any time before graduation from Utica University.

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

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

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

Veterans' Credit for Physical Education

Time: After matriculation at Utica University.

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

Cost: None.

Approvals: Those of the advisor and the school dean.

Advising

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

Athletic Eligibility

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

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

Varsity athletics at Utica University is an activity open to full-time, on-ground, undergraduate students and to full-time, online and on-ground, graduate students.

	Cumulative GPA
End of 1st semester	1.70
End of 2nd semester	1.85
End of 3rd semester	1.90
End of 4th semester and succeeding semesters	2.00

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

Auditing

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

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

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

Averages

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

Awarding a Posthumous Degree

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

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

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

Certificate Programs

From the point of view of the New York State Education Department (NYSED) an undergraduate certificate is a degree and students must therefore be matriculated into a certificate program in order to be awarded the certificate.

Students may matriculate solely into a certificate program or they may matriculate into both a bachelor's degree program and a certificate program at the same time.

Students may also matriculate into a certificate program and then transfer those courses into a bachelor's degree program.

Students pursuing a bachelor's degree may also pursue the courses necessary for a certificate program while not matriculating into it (similar to taking the courses required for a minor.) However, these courses will not be eligible for aid unless either (a) the course is also a required course for the student's bachelor's degree, or (b) the courses comprise the college-electives that make up the necessary credits required to graduate from the bachelor's degree program (usually 120.)

Collegiate Science and Technology Entry Program (CSTEP)

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

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

Conduct Withdrawal

Conduct withdrawal occurs in circumstances where the College deems it necessary that a student be involuntarily removed from one or more classes based on student conduct. Only the Office of the Registrar may 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 College reserves the right to cancel any course if necessary and to make changes in regulations, curricula, and fees at any time.

Course Numbers

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

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

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

Credit Hours

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

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

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

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

Dean's Honor and High Honor Lists

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

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

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

Dual Majors, Majors, and Minors, Combined Degrees

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

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.

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

Grade Changes

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

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

Grading Scale

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

Undergraduate Grading Scale			
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

Graduate-Level Courses Taken by Undergraduate Students and Applied to Undergraduate Program

Before registering for any course at the 500-level, undergraduate students must receive the permission of the instructor of the course.

Undergraduates may take graduate level courses and count them towards their undergraduate degree as long as:

1. The student has completed at least 60 credit hours towards the completion of an undergraduate degree and has a cumulative GPA of 3.0 or above, and
    a. The course is required by the undergraduate program, or
    b. The course is a recognized elective for the undergraduate program, or
    c. The course is neither (a) nor (b) but all the specific course requirements for the undergraduate major have been met and the graduate level course functions as a college elective to make up the credit hours required to graduate.
2. Permission for any 600 level course taken at the undergraduate level must be obtained from the student's adviser and the director of the program offering the course. A maximum of 6 credits of 600 level courses may be taken by an undergraduate student.

Courses that satisfy the above conditions will be billed and aided as undergraduate study as long as the student is matriculated into an undergraduate program.

In their final semester as an undergraduate, a student may take graduate-level courses that are not required by the program, are not electives for the program, and do not count towards the credit hours required for the degree. These courses will count towards both the course requirements and credit hour requirements for a Utica University graduate level program and will factor into the graduate level GPA. However, these courses will not be eligible for undergraduate aid.

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

Graduation Honors

Students must have an average of 3.4 - 3.59 to graduate *cum laude*, 3.6 - 3.79 for *magna cum laude*, and 3.8 - 4.0 for *summa cum laude* honors, and students must complete at least 36 credit hours of Utica 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.

Graduating and Walking in Commencement Rules

1. Students must meet the total credit hours required for their program (assuming they will pass the courses they are currently registered for) in order to be eligible to apply to graduate.
2. Students must be eligible to graduate to apply to walk in commencement.
3. Students are eligible to walk in a May commencement only if they graduated the previous August or previous December, or will graduate that May or the subsequent August. (students in education certification programs who have completed all degree requirements except student teaching may participate in the May commencement).
4. Students who graduated more than 2 semesters prior to a commencement ceremony are not eligible to walk in that ceremony. (E.g. a student who graduated in May 2021 is not eligible to walk in the May 2022 ceremony.)
5. Students may not walk in more than one commencement ceremony per program, but may walk a subsequent time for an additional program. Eg. a student who completes a BS in Biology and then a BS in Nursing may walk twice, once for each degree program.

Eligibility for Activities

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

Eligibility is required for the following:

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

Email

All students, staff, and faculty are issued an official 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.

Independent Study

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

In order to register for independent study, students must obtain and complete a registration form and a study plan form (available on the Registrar's Forms Page) and have them signed by the faculty member who will supervise their projects, by the coordinator of the subject area in which they will be working, and by the appropriate school dean. School and department independent study guidelines are available in the appropriate school offices. The study plan is,

in effect, a contract between the student and the faculty member who will supervise the student's work. It must specify the nature, title, goals, and methods of the student's project; the means of evaluation to be used by the student's faculty supervisor, and the number of credit hours the student will receive for successfully completing the project. The completed forms must be filed with the Office of the Registrar when students register for the course.

Independent study is limited to matriculated students only.

Joint Health Professions Programs

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

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

Professional Option in Medicine and Dentistry

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

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

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

Optometry, Podiatry, Osteopathic Medicine, and Dentistry

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

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

Advisory Committee for the Health Professions

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

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.

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 make 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 General Education, 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. 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.

Official transcripts can be ordered online at www.utica.edu/transcript

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 University'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 Director of Student Conduct and Community Standards.
- 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 Seminar (2), REA 100 - Reading and Study Strategies (1), MAT 100 - Basic Mathematics (1 to 2)) for the first time to receive academic credit.

Honors Program

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

Utica University Honors Program

The Utica University Honors Program provides unique learning opportunities for high-achieving students, and promotes intellectual growth by engaging students with a multidisciplinary, seminar-based educational pathway designed to enhance critical thinking and foster an inclusive community that empowers students to expand their scholarly curiosity and become lifelong learners and leaders.

As defined by the National Collegiate Honors Council, "Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty."

The Utica University Honors Program curriculum is consistent with the Institutional Learning Goals and the General Education Program Goals. Completion of the Honors Program satisfies the General Education Requirement.

Honors Program courses satisfy the following Honors Program Learning Goal: Integrate multidisciplinary knowledge and modes of thinking to explore a complex problem or intellectual question.

To successfully complete the Utica University Honors Program, and have that achievement noted on their Utica University transcripts, students must satisfy the following requirements:

- Complete an enriched program based on the General Education requirements described in the University catalog.
- Complete a special section of Written Communication reserved for Honors Program students to fulfill the University's Written Communication requirement and Information Literacy requirement. Honors Program students are exempt from the regular ENG 101 - Written Communication I (3) - ENG 102 - Written Communication II (3) sequence.
- Complete a special section of Oral Communication reserved for Honors Program students to fulfill the University's Oral Communication requirement.
- Complete a special section of Critical Thinking and Reasoning reserved for Honors Program students to fulfill the University's Critical Thinking and Reasoning requirement.
- Special sections of courses fulfilling the University's Quantitative Reasoning and Scientific Literacy requirements will be available and reserved for Honors Program students but are not required.
- Complete an Honors Pathway Minor consistent with the University's General Education requirements, comprised of interdisciplinary seminars developed for Honors Program students. Interdisciplinary seminars fulfill the following Honors Program Learning Goal: Integrate multidisciplinary knowledge and modes of thinking to explore a complex problem or intellectual question.
- Achieve a cumulative grade point average of 3.2 while in the Honors Program.
- Adhere to strict standards of academic honesty and integrity. Instances of plagiarism will result in dismissal from the Utica University Honors Program.

General questions about the Utica University Honors Program should be directed to the program director by emailing honors@utica.edu.

Questions about the application process and admissions criteria should be directed to the Office of Admissions by emailing admiss@utica.edu.

In addition to the Utica University Honors Program, which is based on general education requirements, the University also offers opportunities to complete Major Honors, which is related to individual scholarship in the student's major course of study. See Major Honors below for more information.

The Utica University Honors Program and Major Honors express Utica University's commitment to supporting challenging academic opportunities that may serve as a model for the larger University community.

Major Honors

In addition to the Utica University Honors Program, which is based on general education requirements, the University also offers opportunities to complete Major Honors, which is related to individual scholarship in the student's major course of study.

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

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

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

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

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

General questions about Major Honors at Utica University should be directed to the Honors Program director by emailing honors@utica.edu.

International Opportunities and Study Abroad

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

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

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

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

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

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

Higher Education Opportunity Program (HEOP)

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

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

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

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

Petitions

If a student feels he or she should be absolved from adhering to a particular academic regulation or procedure, or that an academic regulation has been unfairly applied, he or she should discuss the problem with a member of the 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.

Physical Education Courses

A student may count a maximum of three credits of physical education courses towards the credits required for graduation. Courses transferred in from another institution count towards the three-credit maximum. Physical education courses may be repeated for credit.

Preparation for Graduate and Professional Schools

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

Certified Public Accountant

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

Law

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

Teaching

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

Medicine and Dentistry

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

Veterinary Medicine

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

Pharmacy

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

Optometry, Osteopathic Medicine, Podiatry, Chiropractic

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

Reserve Officer Training Corps (ROTC)

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

Army

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

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

Air Force

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

Any student at Utica University is eligible to participate in Air Force ROTC at Syracuse University. There is no charge for enrollment, and all uniforms and textbooks are provided to the student at no cost. To successfully complete the program and be commissioned as a second lieutenant in the Air Force, cadets must meet all academic, medical, and physical standards, and meet the degree requirements of Utica University. High school students applying for Air Force ROTC scholarships are eligible for four-year, full tuition scholarships, which also covers $750 for books and provides up to a $500 per month stipend. Any Utica University freshman or sophomore who joins and participates in Air Force ROTC is eligible to compete for a scholarship that will pay up to $15,000 per year toward tuition, cover $750 for books, and provide up to a $500 per month stipend during the school year.

Career opportunities in the Air Force include pilot, navigator, air traffic control, aircraft maintenance, nursing, communications and electronics, computer science, space and missile operations, civil, mechanical, aerospace, and electrical engineering, logistics, personnel, finance, contracting, and security police. Opportunities also exist for lawyers, doctors, and numerous other specialties. Service obligations are 10 years for pilots, eight years for navigators,

and four years for all others, upon commissioning. Interested students should call (315) 443-2461, e-mail afdet535@syr.edu, or visit http://afrotc.syr.edu for more information.

Refund Policy

Unofficial Withdrawals (non-attendance)

Any student who stops attending his or her classes during the semester without officially withdrawing from the 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:

(% of term completed) x (total aid awarded) = earned aid
(Total aid awarded) - (earned aid) = 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 Feredal 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 ceased to attend, or fail to begin attendance in a course s/he was scheduled to attend?

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

If the answer is YES, go to question 2.

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

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

If the answer is NO, go to question 3.

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

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

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

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

Medical Leave

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

The purpose of medical leave of absence is twofold:

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

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

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

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

Confidentiality of Medical Information

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

Taking Military-Related Leave

If you will be leaving for military duty, or are returning from an assignment, please contact Utica University's Veterans Liaison, Mr. Richard Racioppa, Dean of Students, (315) 792-3100.

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. Racioppa, 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

Second Undergraduate Degrees

Two distinct bachelor's degree programs may be pursued simultaneously. The programs may be in the same school or two different schools; must lead to two different career objectives; and must have two distinct degree titles (B.A./B.S.). In such cases, two degrees will be conferred, and two diplomas awarded. Combined degree programs will require the completion of 30 credits beyond the usual requirements for one degree (typically 120 or128). The minimum total credits required in combined degree programs are 150.

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

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

Summary Dismissal

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

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

Summer Institute

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

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

Topics Courses

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

Tutorial Study

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

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

Withdrawing from a Class or from the College

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

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

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

Washington Internships

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

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

Young Scholars Liberty Partnerships Program

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

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

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

Major and Major-Related Requirements

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

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

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

Electives and Minors

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

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

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

Academic Requirements

Core (34-55 credits)

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

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

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

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

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

I. Written Communication 6 credits*

Goal 1:

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

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

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

Note:

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

II. Oral Communication 3 credits

Goal 2:

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

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

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

III. Foreign Languages 6 credits

Goal 3:

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

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

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

IV. Quantitative Reasoning 6 credits*

Goal 4:

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

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

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

- PSY 211 - Statistics in the Behavioral and Social Sciences (3) ** **or**
- 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:

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

For Construction Management Majors

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

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

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

VI. Humanities 9 credits

Goal 6:

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

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

Literature

- ENG 135 - Introduction to Literature (3)

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

Fine, Visual, and Performing Arts

- FIA 115 - Introduction to Art (3)
- FIA 245 - Early Art History: Ancient Through Medieval (3)
- FIA 246 - History of Art II (3)
- MUS 115 - Introduction to Music (3)
- MUS 245 - History of Music I (3)
- MUS 246 - History of Music II (3)
- THE 115 - Introduction to Theatre (3)

Goal 7:

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

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

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

VII. Natural Sciences 7- 8 credits

Goal 8:

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

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

Biology

- ANT 205 - Human Beings in Evolutionary Perspective (3)

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

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

- BIO 111 - Nature and Humans (0, 4) **and**
- BIO 112 - Human Sexuality (3) **or**
- PSY 207 - Human Sexuality (3)

- BIO 113 - Human Genetics (3)

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

Note:

*Both courses are required to receive Core credit.

Chemistry

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

Environmental Science

- ENV 201 - Introduction to Environmental Issues (3)

Geology

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

History and Philosophy of Science and Technology

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

Physics

- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- PHY 123 - Physics for Liberal Arts (3)
- PHY 141 - Technical Physics I (0, 4)

- PHY 151 - General Physics I (0, 4)
- PHY 163 - How Things Work (3)
- PHY 261 - Physics I (0, 4)

VIII. Social Sciences 9 credits

Goal 9:

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

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

History & Heritage

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3) (D)
- HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)
- HIS 126 - America 1500-1877 (3)
- HIS 127 - America 1877- to the Present (3)
- HIS 128 - Drugs in American History (3)
- HIS 135 - Introduction to The African Diasporic Experience (3) (D)
- HIS 145 - The Pacific World (3) (D)
- HIS 165 - Europe and the World (3) (D)

Social Institutions and Processes

- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- 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.

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.

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On-ground and Online

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

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.

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)
- FCM 343 - Law of Financial Crime (3)
- CYB 233 - Information Security (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

Core/General Education	34-55 Credits
Business Requirements	42 Credits
Business Administration Electives	18 credits
College Electives	5-26 Credits
Total Credit Hours Required For Degree	120 Credits

Business Data Analytics (B.B.A.) - Hegis Code 0506.00

The BBA in Business Data Analytics major prepares students to answer important questions that arise in decision making in business and the public sector that can be informed by economics and analyzed using data. Students will receive hands-on training in business decision modeling and the most current analytical tools that are in high demand by employers today. Core competencies include critical thinking skills, data acquisition skills, data analysis techniques, and proficiency in the use of data analytic computer software used in the workplace. After completing the program students can expect job opportunities as an analyst in a wide variety of fields including general business, banking, financial services, federal, state and local government, consulting, and not-for-profit organizations.

Learning Objectives

Graduates from this program will be able to:

Program Level Business Data Analytics Learning Goals

1. Render analytically sound business decisions by selecting and applying appropriate data analysis models, tools, techniques, and frameworks.
2. Evaluate business data operations regarding fairness, ethics, accountability, and transparency.

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

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.

Business Requirements*

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- BUL 301 - The Legal Environment of 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)
  or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

36 Credit Hours

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

Business Data Analysis Major Requirements**

- BUS 123 - Data Application for Business (3)
- BUS 326 - Business Analytics (3)
- BUS 227 - Data Management (3)
- BUS 343 - Programming for Business (3)
- BUS 353 - Data Modeling for Business (3)
- BUS 363 - Business Visual Analytics (3)
- BUS 455 - Simulation and Risk Analysis (3)
- BUS 456 - Business Data Analytics Capstone (3)

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

24 Credit Hours

Business Administration Electives***

Take 12 credit hours at the 300, 400 or 500* level from the following. At least 3 credits must have an BUS 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 Credit Hours

Program Credits

Core/General Education	34-55 Credits
Business Core Requirements	36 Credits
Business Data Analytics Major Requirements	24 Credits
Business Electives	12 Credits
Free Electives	0-14 Credits
Total Credit Hours Required For Degree	120 Credits

Criminal Justice (B.S.) - Hegis Code 2105.00 (No longer admitting students to the online delivery - being taught out)

(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, while reflecting 21st Century concerns. Graduates of the program have opportunities in a variety of criminal justice-related fields including policing, law, probation, juvenile services, private security, public administration/planning, counseling, research, regulatory enforcement, and more.

Utica University's undergraduate program in Criminal Justice combines a robust variety of required and elective Criminal Justice courses, including the opportunity to complete minors, with a New York State Education Department's mandated general liberal arts education.

Our Student Success Coach will create an academic plan with each student to ensure all general education, liberal arts and graduation requirements are satisfied. Please see Utica's Academic Requirements for more information on general education and liberal arts requirements.

In addition to entry level government and private employment opportunities, graduates will be prepared to advance to graduate degrees in fields related to criminal justice and more.

Criminal Justice Program Mission Statement

Leading students to make a positive impact on our communities during their criminal justice careers and beyond. We do this by:

• providing classroom and reality-based learning

• integrating liberal arts and professional courses

• developing current knowledge of critical issues

• advocating for the respect and fair treatment of a diverse community

• instilling high ethical standards and a sense of personal responsibility

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

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.

Major Course Requirements

- CRJ 100 - Seminar in Justice Studies (1)
- CRJ 101 - Introduction to Criminal Justice I (3)
- CRJ 102 - Introduction to Criminal Justice II (3)
- CRJ 222 - Criminal Justice Communications (3)
- CRJ 274 - Theory- and Evidence-based Crime Policy (3)
- FCM 334 - Financial Crime Investigation (3)
- CRJ 351 - International Criminal Justice Systems: Issues and Comparisons (3)
- CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)
- CRJ 382 - Leadership in Criminal Justice (3)
- CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)

- CRJ 470 - Professional Development: Internship (3 to 6) *(Junior or Senior status required)*
  OR
- CRJ 475 - Professional Development: Senior Project (4) *(Junior or Senior status required)*

Electives

Take eighteen additional criminal justice credits, other than CRJ 103 or CRJ 461. Students can also take SPA 116 to reach these 18 credits. Students are encouraged to discuss these options with their faculty advisor so that the courses selected can best help them reach their career goals and interests.

50 Credit Hours

Major-Related Course Requirements

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)

Select one:

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

Select one:

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

9 Credit Hours

General Electives

The student must complete sufficient elective courses from any program 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	50 Credits
Major Related Course Requirements	9 Credits
University Electives	6-27 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

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.

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)
  or
- SOC 376 - Criminological Research Methods (3)
  or
- CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)

- CRJ 470 - Professional Development: Internship (3 to 6) **
  or
- CRJ 475 - Professional Development: Senior Project (4) **

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

- BUS 123 - Data Application for Business (3)

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

- FCM 232 - Financial Crime Theory (3)
- FCM 347 - Fraud Prevention and Detection Technologies (3)
- FCM 354 - Payment Systems and Fraud (3)
- CYB 355 - Digital Forensics I (3)

Cyber Operations

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

Cybersecurity Operations Management (B.B.A.) - Hegis Code 0599.00

Technology, information, and data are integral parts of management activities in business, not-for-profit, and government organizations and the role of cybersecurity has become increasingly more important in protecting and optimizing the use of firm assets. This program combines cybersecurity operations and business management to provide students with the knowledge and skills necessary to manage people, processes, and organizations in an environment focused on deploying and defending organizational information technology systems.

Program Level Learning Objectives

Cybersecurity Operations Learning Goals

- Synthesize and apply the core tenets of cybersecurity-confidentiality, integrity, and availability-to address contemporary information security problems.
- Investigate cybercrimes and intrusions in information technology systems.
- Apply secure programming and modern cryptographic techniques across cybersecurity technologies
- Develop the technical proficiencies required to protect and defend computer network architectures, information systems, and applications.

Business Program Learning Goals

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

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.

Major Course 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

Cybersecurity Operations Management Requirements*

- BUS 227 - Data Management (3)
- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 125 - Programming for Cybersecurity (3)
- CYB 201 - Introduction to Cyber Operations (3)
- CYB 205 - Software Foundations for Cybersecurity (3)
- CYB 233 - Information Security (3)
- CYB 237 - Network Security (3)
- CYB 339 - Cyber Operations Tools (3)
- CYB 348 - Information Assurance Risk and Compliance (3)
- CYB 362 - Information System Threats, Attacks, and Defense (3)
- CYB 438 - System Vulnerability Assessment (3)
- CYB 455 - Cybercrime Investigations and Forensics III (3)

36 credits

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

Program Credits

Core/General Education Requirements	34-55 Credits
Business Core Requirements	42 Credits
Cybersecurity Operations Management Requirements	36 Credits
Free Electives	0-8 Credits

Total Program Credits	120 Credits

Environmental Justice (Minor)

Exploration of the history and case studies of the environmental justice movement, the science underpinning past and current cases, and the application of environmental justice to processes of environmental planning.

20 credit hours

Required:

- ENV 201 - Introduction to Environmental Issues (3)
- ENV 201L - Introduction to Environmental Issues Lab (1)
- ANT 367 - Food and Culture (3)
- THE 320 - Theatre for Social Justice (3)

One of the following:

- BIO 111 - Nature and Humans (0, 4)
- BIO 114 - Water and Life (4)
- CHE 113 - Survey of Chemical Principles (4, 0)

- GOL 105 - Society, Earth, and the Environment (3)
  and
- GOL 105L - Society, Earth, and Environment Lab (1)

- GOL 115 - Introduction to Oceanography (3)
  and
- GOL 115L - Introduction to Oceanography Lab (1)

- GOL 225 - Physical Geology (0,4)

One of the following:

- ENV 313 - Environmental Injustice: Race & Class (3) *
- POL 342 - Environmental Law and Politics (3)

One of the following:

- HRA 211 - Introduction to Human Rights (3)
- POL 211 - Introduction to Human Rights (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 346 - Civil Liberties (3)

- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)

Minimum of 6 courses and 20 credits.

**Note: For this minor to also fulfill the General Education Pathway, one WI-designated, and one DEI-designated course are required. And, if ENV 313 is taken, an additional course must be taken in General Education Goal 5, making the minimum required credits 23.*

Fraud and Financial Crime Investigation (B.S.) - Hegis Code 2105.00 (No longer admitting students to the campus delivery - being taught out)

(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

Utica University offers an on-ground undergraduate program in Fraud and Financial Crime Investigation; there is also an undergraduate online program for transfer students who have already earned an associate's degree or the equivalent college credits. In addition, there is an online master's program in Financial Crime and Compliance Management. For more information on the master's program, consult the Utica University's graduate catalog.

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

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.

Major Course Requirements

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

- CRJ 470 - Professional Development: Internship (3 to 6)
  or
- CRJ 475 - Professional Development: Senior Project (4)

25-28 Credit Hours

Note:

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

Major-Related Requirements

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

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

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

18 Credit Hours

Major Concentration

Select one of the following concentrations:

Financial Investigation

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

- ACC 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 - Gangs, Street Crimes, and Criminal Networks (3)
- CRJ 314 - Criminal and Forensic 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

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

Health Care Management (B.S.) - Hegis Code 1202.00 (No longer admitting students to online and campus delivery - being taught out)

(Bachelor of Science Degree)

This major, offered both on-ground and online, is designed for students who plan to enter the health or health-related professions in a managerial capacity. Majors include students planning graduate work in health management or health-related government service upon graduation, and students interested in exploring the areas of healthcare management and planning applications in the context of a liberal arts background. (The degree does not lead to a professional credential or prepare the student for licensure in any of the health fields.)

Learning Objectives

Graduates from this program will be able to:

- Appraise the knowledge base and skills required for a career in health care management.
- Assess and discuss issues of leadership in health care organizations.
- Describe the social and economic structure of health care in the U.S.

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.

Business Requirements

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

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- FIN 333 - Corporate Finance (3)
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
- MGT 103 - Introduction to the Business of Health Care (3)
- MGT 201 - Principles of Organization and Management (3)
- MKT 211 - Principles of Marketing (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

39 Credit Hours

Major Course Requirements

- ANT 101 - Introduction to Anthropology (3)
  or
- SOC 151 - Introduction to Sociology (3)

- ANT 415 - Cultures, Health, & Healing (3)
- ECN 375 - Health Economics (3)
- HLS 103 - Introduction to Health and Health Related Professions (3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- MGT 371 - Human Resource Management (3)
- MGT 470 - Management - Internship (1 to 12) or Elective (3)

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

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

27 Credit Hours

Electives

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

select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Political Science, History, International Studies, Law, and Sociology.

Program Credits

Core/General Education	34-55 Credits
Business Requirements	39 Credits
Major Course Requirements	27 Credits
College Electives	6-28 Credits
Total Credit Hours Required For Degree	120 Credits

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

(Bachelor of Science Degree)

The major in health sciences, offered both on ground and online, 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

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.

Major Course Requirements

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

Sciences: (16 credits)

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

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

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

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

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: (26 credits)

- PSY 101 - Introduction to Psychology (3) *
- SOC 151 - Introduction to Sociology (3) *

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

- PHI 107 - Ethics (3) *
  or

- PHI 108 - Professional Ethics (3) *

- AGE 101 - Introduction to Aging (3)
  or
- 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) *
- UCC 101 - First Year Seminar (1)
- 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)
- Any other minor available at Utica University

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	72 Credits
Minor	15-21 Credits

Total Credit Hours Required For Degree	120-126 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/l/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)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- CHE 211 - General Chemistry I (0,4)

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

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

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

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.

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)
  OR
- FCM 343 - Law of Financial Crime (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

Core/General Education	34-55 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	120 Credits

Financial Crimes Investigator (Certificate) - Hegis Code 5505.00

The purpose of this program is to provide course content focused on those topics essential to preparation for a career in the investigation of financial crimes. The program is designed specifically for individuals employed in law enforcement positions or in private sector industries impacted by financial crime. (Students who already are matriculated in a degree program are not eligible for the certificate.) The undergraduate Certificate in Financial Crimes Investigator is offered only online.

Total credit hours required for the certificate: 18

Certificate Learning Objectives:

- Analyze money laundering and fraud activity in public and private organizations through transactional analysis.
- Evaluate the impact of global crime and corruption as it applies to fraud examination.
- Employ technology in order to prevent, detect and investigate internal and external financial crimes in organizations.
- Identify scenarios and activities that may violate applicable laws and regulations

Required Courses

- ACC 406 - Forensic Accounting & Fraud Auditing (3)
- FCM 334 - Financial Crime Investigation (3)
- FCM 343 - Law of Financial Crime (3)
- FCM 347 - Fraud Prevention and Detection Technologies (3)
- FCM 354 - Payment Systems and Fraud (3)
- FCM 365 - Money Laundering and Threat Financing (3)

18 Credit Hours

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

RN to BSN Option

The Nursing Program offers the RN an opportunity to continue her/his education toward a baccalaureate degree in nursing. Learning experiences are designed to meet the educational, career, and personal needs of each student. New areas of knowledge build upon the student's educational and clinical experiences.

RN-BSN Program - Special Requirements

Each student is required to meet the following criteria in order to remain in the Nursing Program:

1. Students are expected to be aware of prerequisite course requirements. Prerequisites will not be waived.
2. A minimum grade of C+ (76.5%) will be required for all *nursing courses*.
    - A student who achieves a grade of less than a C+ in a nursing course has one opportunity to repeat the course. **There is no limit to the number of nursing courses that may be repeated but each course can only be repeated once.** Failure to achieve the minimum grade of C+ in the repeated course will result in academic dismissal from the nursing program.
3. A minimum grade of C will be required for all **major related courses**.
    - A student who achieves a grade of less than a C in a major-related course has one opportunity to repeat the course. **There is no limit to the number of major related courses that may be repeated but each course can only be repeated once.** Failure to achieve the minimum grade of C in the repeated course will result in academic dismissal from the nursing program.
4. **Achieve and maintain a minimum cumulative G.P.A of 2.5**
5. Adhere to Utica University academic rules and regulations (see the undergraduate catalog)
6. Students who are placed on academic probation by the University may be suspended or requested to withdraw from the nursing program.
7. Students are expected to maintain standards of professional behavior at all times. The student who fails to meet these standards may be subject to dismissal from the University and/or the program. Expected behaviors include but are not limited to:
    - Participate in all classes and clinical experiences. In the case of illness or an emergency, the appropriate faculty member must be notified.
    - Prepare for class according to course requirements identified in each course syllabus.
    - Complete all assignments in a timely manner.
    - Demonstrate respect and courtesy toward faculty, staff, and fellow students.
    - Demonstrate honesty and integrity in all academic and clinical settings.
    - Contribute to the educational growth of self and fellow students.
8. Utica University welcomes the physically challenged and in compliance with Section 504 of The Rehabilitation Act of 1973 (as amended) and The Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Students are responsible to inform the faculty of any need for accommodations as identified by the coordinator of learning services located in Academic support services
9. Students may declare a minor. Minors usually require additional 15-21 credits. If a student is interested in declaring a minor, s(he) is encouraged to discuss this with the director.
10. **It is the responsibility of the student to check Banner (conducting a Degree Evaluation) and make sure all courses are posted. If there is a discrepancy found, please notify the director via e-mail. Instructions for running a Degree Evaluation may be found at**:
    http://www.utica.edu/academic/registrar/Degree_Evaluation_Information_for_Students.pdf
11. For graduation requirements see the University catalog. While students transferring into Utica University with an Associates Degree are exempt from most core requirements, New York requires that 60 credits of the bachelor's degree are courses designated as liberal arts and sciences. To be eligible to graduate, students must have completed the total credits required, including the required nursing courses; the required major related courses; and 60 credits of liberal arts. At least 30 credits must be taken at Utica University to earn the Utica University degree. **The Degree Evaluation is the best way to plan and track your own progress.**

Department of Nursing Goals

- Liberal Education Foundation: Assimilate theories and concepts from liberal education into generalist foundation practice.
- Leadership: Practice leadership concepts to deliver high quality health care
- Professional Behavior: Incorporate professional standards of moral, ethical, and legal conduct into practice.
- Clinical Competence: Provide safe, competent care across the life-span.

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.

Major Course Requirements

- NUR 311 - Socialization to Professional Nursing (3)
- NUR 312 - Leadership and Informatics in Professional Nursing (3)
- NUR 325 - Health Assessment in Professional Nursing Practice (3)
- NUR 332 - Pathophysiology (3)
- NUR 333 - Pharmacology (3)
- NUR 347 - Care of Populations and Communities in Professional Nursing Practice (3)
- NUR 411 - Health Policy Management in Professional Nursing (2)
- NUR 413 - Trends and Issues in Professional Nursing Practice (3)
- NUR 465 - End-of-Life and Palliative Care Practice (2)

25 Credit Hours

Major Related Requirements

- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 203 - Microbiology (0, 4) *
- BIO 113 - Human Genetics (3)
- ANT 415 - Cultures, Health, & Healing (3)
- PSY 101 - Introduction to Psychology (3) *

- SOC 151 - Introduction to Sociology (3)
  or
- ANT 101 - Introduction to Anthropology (3)

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

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

One from the following group:

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

33 Credit Hours

Note:

*Must be completed prior to transfer

Electives

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

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	25 Credits
Major Related Course Requirements	33 Credits
College Electives	8-29 Credits
Total Credit Hours Required For Degree	121 Credits

Other Important Information

Academic Honesty Policy

In addition to the Utica University regulations regarding academic honesty (Utica University Catalog), and the Code of Student Conduct, the Department of Nursing faculty has developed the following policy statement: *The faculty and students of the Department of Nursing believe that ethical behavior in the American Nurses' Association Code for*

Nurses implies the highest standards of honesty and integrity, and applies equally to nursing students and practicing nurses. All aspects of the Department of Nursing life and culture are designed to further the achievement of these standards. Students should maintain academic honesty at all times. Students must do their own work on all tests and assignments without the use of Artificial Intelligence (AI). Any quoted or paraphrased phrases or sentences from published material, Internet sources, or other individuals' work must be correctly referenced. Students may not resubmit their own previously graded work when retaking a course or for a grade in a different course without faculty approval. Resubmitting earlier work will be considered self-plagiarism and treated as any other form of academic dishonesty. Refer to the Utica University Academic Honesty site.

Statement on Artificial Intelligence

Artificial Intelligence (AI) software (e.g. Chat GPT) should not be used for writing assignments in this class. Please be aware that although AI appears to make writing easy, the work it produces is not always reliable and accurate. In addition, using AI is fairly easy to detect. More importantly, if you choose to let AI write a paper for you, you will lose the ability to learn, grow, and develop important skills that are part of the ultimate goal for attending this University. If you use AI, you are committing plagiarism (i.e., using ideas and words that are not your own) and are not fulfilling the requirements associated with writing your own paper. Plagiarism is a form of cheating and will be penalized accordingly.

The nursing faculty will follow Utica University's Process regarding academic dishonesty if the use of AI is detected. Tools used to check writing, such as the autocorrect feature in Google Docs and Grammarly, are acceptable for editing **your** work. AI technology may include the use of programming engines, software, and/or assignment generating programs. Examples of unacceptable AI programs/software include but are not limited to ChatGPT, GrammarlyGO, Dall-E-2, RyterAI, Quillbot, and Paraphrasingtool.ai. If you have any questions about AI websites, software, or technology, please contact the course faculty to discuss.

Academic Dishonesty Process

Any student who plagiarizes, or cheats in any way (e.g., tests, papers, presentations) is subject to penalty, and sanctions by the instructor, the Office of Student Conduct, and/or the Academic Standards Committee. When academic dishonesty is detected by a faculty member, the faculty member determines the appropriate sanction. Sanctions that the faculty member can impose include work assignments (such as repeating a paper) or penalty grades, up to and including the grade of "F for Cheating." Sanctions other than work or grade penalties must be recommendations on the part of the department to the Dean of the relevant academic division.

Regardless of the sanction imposed, the faculty member must inform the student of intellectual dishonesty in writing and copy the Office of Academic Affairs using the form letter to be found on the Academic Honesty website at https://www.utica.edu/academic/facultyinfo/intellectualdishonesty.cfm. Academic Affairs checks to see if this is a repeat offense. If this is the first such offense no further action will be taken, although the letter will remain on file in the Office of Academic Affairs and specific academic programs may impose additional sanctions. A repeat offense may occur on different assignments in the same class or in different classes. If it is a repeat offense, Academic Affairs informs the student in writing that the materials are being forwarded to the Academic Standards Committee for review. Academic Affairs collects relevant material from the faculty member, including syllabi and assignment sheets. Academic Affairs receives any materials submitted by the student. The Academic Standards Committee convenes a meeting to review the case. The Associate Provost brings the collected material to the meeting. Following the meeting, the Academic Standards Committee Chair informs the student in writing of the committee's decision. Student appeals are directed to the Office of Academic Affairs, and any appeal of the decision is heard by the Provost. Appeals must be filed by the student within 14 days of the date of the letter from Academic Standards.

Plagiarism in any nursing course will not be tolerated. This notice is considered your first warning. If you are unclear about what constitutes plagiarism or academic dishonesty, it is your responsibility to seek appropriate guidance.

Students who wish to appeal a penalty should consult with Academic Support Services. Appeals are heard by the Academic Standards Committee, which may recommend a more or less severe penalty.

Confidentiality Statement

All students are required to be familiar with and comply with the Standards of Professional Behavior while enrolled in the Utica University nursing program. Confidentiality is a critical element to a professional health care provider and compliance is required by law in order to protect the privacy rights of patients. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) mandates standards that ensure privacy and security of patients' health information, as well as electronic medical records. Students are required to know these privacy rules and will comply at all times.

● Students in clinical have access to protected health information (PHI) of patients on a "need to know" basis and it is solely for use within the scope of duties relating to patient treatment.

● Students may only access the PHI of patients if they are directly participating in their treatment.

● Students may not record PHI of patients (such as name, social security number, date of birth, etc.) on forms which are turned in for clinical or class assignments. PHI will not be removed from the health care facility. This includes oral, written, and electronic disclosures.

● Students may never discuss PHI in public or inappropriate areas to include but not limited to hallways, elevators, restrooms, cafeterias, etc., or with friends/family at any time.

● Failure to protect PHI may be considered a violation of a patient's right to privacy. Properly dispose of documents containing PHI by discarding them in assigned containers marked for proper disposal; do not throw these documents in the trash.

● If a student is unsure whether his or her actions will be in violation of these policies, he or she must consult the instructor *prior* to taking action with the PHI.

● Any student in violation of these policies may be terminated from a clinical position, fail the class, and/or be removed from the nursing program, depending on the circumstances of the violation.

Social Media Poicy

Nursing students may not video or audio record at any time in a clinical setting. They may not post any material that could potentially violate patient confidentiality on social media sites. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. HIPAA regulations apply to comments made on social networking sites, and violators are subject to the same prosecution as with other HIPAA violations.

There has been an increase in the use of electronic communication and social media methods within businesses, healthcare environments and academic learning institutions. It is important when using these types of communication methods to be mindful of consequences of their use. See below for a list of guidelines.

● Recognize obligation to maintain privacy and confidentiality

● Do not disseminate information that will degrade or embarrass the patient

● Do not transmit patient related information

● Do not post information that could reasonably identify the patient

● Do not refer to patients in a disparaging manner

- Do not take photos or videos of patient, unless authorized
- Maintain professional boundaries
- Consult employer policies
- Report breaches of confidentiality of privacy
- Be aware of employer and hospital policies on the use of computers, cameras, and other electronic devices, etc.
- Do not post disparaging remarks about students, faculty or staff member

Alcohol, Drug, and Substance Policy

It is expected that all students adhere to the Utica University alcohol and other drug policies. Refer to Utica University Annual Notice Regarding Drug and Alcohol Abuse Prevention Policies. It is the policy of the Department of Nursing that students be free of chemical impairment during participation in any part of their program including classroom, laboratory, and clinical activities. A chemically impaired student is defined as a person who, while in the classroom, laboratory, or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Students who are chemically impaired in the clinical setting may jeopardize the lives of their clients.

Student Communication Policy- Academic Concerns (Traditional, RN to BSN and MS Programs)

When students have a concern about their learning experience, the following is the

best path to a *resolution.

1. The student(s) shares the concern with the **faculty member** directly

involved with the current course, clinical and/or lab.

2. If unresolved, the student(s) may request an appointment to discuss, or send

a written description of their concern to the **Director of the Nursing**

Program (Traditional, RN to BSN or MS).

3. The **Director of the Nursing Program** will decide whether to notify the

Department Chair

4. The **Department Chair** will decide whether to notify the **Dean**

5. The **Dean** will decide whether to notify the **Provost**

*Seeking a resolution without going directly to the faculty member, will risk a longer and more complicated response. However, the student(s) may wish to discuss the concern with their success coach and/or advisor to seek support and direction regarding the best way to articulate the concern, identify their need and identify suggestions for collaborative problem solving.

Attendance Policy For Courses With Clinical/Practice Experience Department of Nursing

Students who are unable to attend clinical, or meet practice experience requirements for any reason will not be able to meet the objectives associated with the course which will result in course failure. They may withdraw from the course

and return at a later date when they are able to engage in all elements of the course (didactic, clinical/practice experience) to meet all the objectives resulting in successful course completion."

Clinical Behavior/Performance for Practice Experiences

University and Facility retain the right to request removal of, and bar, any Student from participation in the Program who, for any reason deemed sufficient by University or Facility, in its sole discretion, is not complying with the terms and conditions of this Agreement or Facility's policies and procedures; is disruptive; is behaving in a manner detrimental to the Program and/or Facility's patients, including drug or alcohol use; or is not participating in the Program at a level which will permit the Student to achieve the benefits of his/her experience; provided; however, that University or Facility exercises said privilege in a nondiscriminatory manner.

Progressive Discipline Policy

Procedure/Directive

1. The progressive discipline process will apply to any violation of the student code of conduct as outlined in the Student Handbook for non-academic issues

2. Prior to issuing any disciplinary action, the faculty will check Utica University Navigate system to identify any previous violations.

3. When the nature of the incident requires a verbal warning, it will be documented as such.

4. A verbal or written warning will be issued by the faculty based on the incident that occurred or past violations.

5. Following the written warning, the student may progress to non-academic probation when a subsequent issue warrants further discipline.

6. Utica University's Nursing administration reserves the right to apply the most appropriate disciplinary action for the offense committed, inclusive of dismissing the student from the clinical setting, probation, or dismissal from the program

7. Discipline/Probation document to include a summary of the verbal or written incident. The faculty and student will sign the document. A copy of the form is provided to the student.

8. All completed progressive disciplinary documentation will be scanned into the student's file in Navigate and will remain there until program completion.

9. Progressive discipline actions continue in effect throughout the student's enrollment in the program. Actions will be sequential and/or appropriate for the offense committed.

On-ground

Accounting (B.S.) - Hegis Code 0502.00

(Bachelor of Science Degree)

The accounting major prepares students a career in public and accounting, including non-profit, governmental and education. Public accounting is a recognized state-licensed profession that embraces the areas of financial statement preparation, auditing, financial investigations, design and installation of accounting systems, and taxation. Private and other accounting alternatives also engage in the above activities, though the focus is primarily on the single entity-the

employer. Graduates may find a variety of opportunities, including responsible positions in a public accounting firm or other business and not-for-profit or governmental entities.

Transfer students must complete at least 15 hours of accounting at Utica University.

Public Accounting Concentration

As a licensed profession, public accounting is subject to regulation by the State of New York. As of August 2009, to be eligible to sit for the CPA licensure examination, a candidate must have completed 150 semester hours of coursework, including work in a number of related specified fields (management, marketing, finance, law, computer science, and statistics). Successful completion of this undergraduate major, along with the Utica University MBA in Professional Accountancy, will constitute eligibility to take the CPA licensure examination. Students with the undergraduate accounting major Public Accounting concentration who maintain a 3.0 or better GPA will be automatically accorded acceptance into the college's MBA - Professional Accountancy program. Students with less than a 3.0 undergraduate GPA wishing to pursue the MBA may be asked at the discretion of the MBA program director to submit a GMAT score.

Further information about CPA certification is found in the Public Accountancy Handbook. A copy of this publication may be obtained without cost by writing to the Office of the Professions, Professional Licensing Services, Cultural Education Center, Albany, NY 12230. Information is also available on the web at http://www.op.nysed.gov/prof/cpa/.

Business Program Learning Goals:

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

Accounting Major Program Learning Goals:

- Prepare a financial statement and interpret financial information for decision-making.
- Apply accounting and non-accounting information for internal decision-making and control.
- Recognize and incorporate regulatory, tax, and ethical considerations and business decisions.
- Explain attestation and demonstrate an understanding of the concepts and processes involved in performing an audit.

Special Requirements

A grade of C or better is required for each major course. For major-related courses a C average is required.

Academic Requirements

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.

Business Requirements

(Some of the following may be used to satisfy college core 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)
  or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

42 Credit Hours

Major Course Requirements

- ACC 143 - Tax Practicum (1)
- 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)

19 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
Business Requirements	42 Credits
Major Course Requirements	19 Credits
Concentration	12 Credits
University Electives	0-13 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education (Grades 7 - 12) - Hegis Code 0803.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Adolescence Education (Grades 7 - 12)

The program in adolescence education requires that students select a major in the subject area that they plan to teach. The areas open to students at Utica University are English, foreign languages (French or Spanish) mathematics, sciences (majors in biology, chemistry, geoscience or physics), and the social sciences (majors in economics, history, or sociology and anthropology).

In addition to the requirements in their majors and the courses in the adolescence education program listed below, students must fulfill the following requirement (which may be satisfied by the requirements of the Utica University core/general education curriculum):

- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and POL 101 - Introduction to Politics and American Government (3) or the equivalent, and a minimum of 21 credit hours in history.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
  or
- EDU 334 - Adolescent Social Studies Methods (3)
  or
- EDU 335 - Adolescent Mathematics Methods (3)
  or
- EDU 337 - Adolescent Science Methods (3)

or

- EDU 343 - Adolescent Foreign Language Methods (3)

- PSY 322 - Adolescence (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

37 Credit Hours

Note:

Students completing the adolescence education program with majors in biology, chemistry, English, economics, history, mathematics, physics, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

Adolescence Education and Students with Disabilities Grade 7-12 Generalist - Hegis Code 0803.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Adolescence Education and Students with Disabilities Grade 7-12 Generalist

This is a program of study for candidates who wish to seek dual certification in Adolescence Education and Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica University are English, mathematics, biology, chemistry, physics, economics, history, and sociology/anthropology.

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

- Major in English, Mathematics, Biology, Chemistry, Physics Economics, History, or Sociology and Anthropology
- Six (6) credit hours of study at the 100 level or above in each of the following is required: English, History, Mathematics, Sciences. Courses must have been completed within the last six years or may be taken in conjunction with the required courses shown below. Courses must show with a grade of C or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and POL 101 - Introduction to Politics and American Government (3) or the equivalent and a minimum of twenty-one (21) credit hours in history.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 327 - Adolescence Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
  or
- EDU 334 - Adolescent Social Studies Methods (3)
  or
- EDU 335 - Adolescent Mathematics Methods (3)
  or

- EDU 337 - Adolescent Science Methods (3)
- PSY 322 - Adolescence (3)

37 Credit Hours

Student Teaching

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

Students with Disabilities, Grades 7-12 Subject Extensions

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

Adolescence Education, Grade 5-6 Extension to Adolescence Education Program - Hegis Code 0803.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Grade 5-6 Extension to Adolescence Education Program

Students seeking a certification extension to authorize the teaching of a subject in grades 5 and 6 for certificates in teaching biology, chemistry, earth science, English, mathematics, physics, or social studies (Grades 7-12) must complete the appropriate major and must take the following courses in conjunction with the adolescence education program.

Required Courses

- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)

12 Credit Hours

Adolescence Education: Biology 7-12 (B.S.) - HEGIS: 0401.01

The major in Adolescence Education is approved by the New York State Education Department (NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 337 - Adolescent Science Methods (3)

  Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required Courses: 41 Credit Hours

- BIO 211 - General Biology I (0, 4)
- BIO 212 - General Biology II (0, 4)
- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)
- BIO 321 - Genetics (0, 4)
- BIO 323 - Ecology (0, 4)
- BIO 324 - Animal Physiology (0, 4)
- BIO 327 - Cell Biology (0, 4)
- BIO 329 - Evolution (3)
- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

Note:Students in this concentration must use CHE 211 - General Chemistry I (4) to satisfy the Scientific Literacy component of the University's General Education program.

Students must achieve a grade of C or higher in all biology certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Preferred Electives

- BIO 325 - Botany (0, 4)
- BIO 432 - Principles of Microbiology (0, 4)
- BIO 454 - Immunology (3)

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	41 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Chemistry 7-12 (B.S.) - HEGIS: 1905.01

The major in Adolescence Education is approved by the New York State Education Department (NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year.

It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 337 - Adolescent Science Methods (3)

Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required: 45 Credit Hours

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 213 - Introduction to Chemical Research Methods (3)
- CHE 323 - Quantitative Analysis (0,5)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)
- CHE 473 - Inorganic Chemistry (0,4)
- PHY 151 - General Physics I (0, 4)
- MAT 201 - Calculus I (3)
- CHE 350 - Research Methods (1 to 3) *(must take for 1 credit)*
- CHE 423 - Instrumental Methods (0,5)

Students in this concentration must take MAT 201 to satisfy the General Education Quantitative Reasoning category and must take CHE 211 to satisfy the Scientific Literacy category.

Students must achieve a grade of C or higher in all chemistry certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	45 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Earth Science 7-12 (B.S.) - HEGIS: 1917.01

The major in Adolescence Education is approved by the New York State Education Department (NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in

the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)

- PSY 322 - Adolescence (3)
- EDU 337 - Adolescent Science Methods (3)

  Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required Courses: 40 Credit Hours

- GOL 115 - Introduction to Oceanography (3)
- GOL 115L - Introduction to Oceanography Lab (1)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 333 - Weather and Climate (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 398 - Structural Geology and Tectonics (0,4)
- CHE 211 - General Chemistry I (0,4)
- PHY 151 - General Physics I (0, 4)

- PHY 116 - Astronomy: A Study of the Universe (0, 4)
  OR
- GOL 133 - Planetary Science (3)
- UCC 101 - First Year Seminar (1)

  Students must achieve a grade of C or higher in all earth science certification area required courses. Grades of Cand lower will require that the course be retaken to obtain a grade of C or higher.

Preferred Electives

- ENV 201 - Introduction to Environmental Issues (3)
  and
- ENV 201L - Introduction to Environmental Issues Lab (1)

- GOL 313 - Introduction to Paleobiology (0,4)
  or
- GOL 323 - Hydrology and Society (0,4)

- MAT 112 - Basic Statistics (3)

- GOL 410 - Geoscience Seminar and Current Topics (1)
- PHY 152 - General Physics II (0, 4)

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	40 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: English 7-12 (B.S.) - HEGIS: 1501.01

The major in Adolescence Education is approved by the New York State Education Department (NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 333 - Adolescent English/Language Arts Methods (3)

  Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required: 43 Credit Hours

- ENG 101 - Written Communication I (3)
- ENG 102 - Written Communication II (3)
- ENG 111 - Methods in Literary Studies (3)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)
- ENG 295 - American Literature to 1865 (3)
- ENG 296 - American writers from 1865 to the present (3)
- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- ENG 367 - Shakespearean Drama (3)

- ENG 311 - Modern English Grammar (3)
  OR
- ENG 318 - Introduction to Linguistics (3)

OR

- ENG 408 - History of the English Language (3)

- ENG 307 - Writing Fiction (3)
  OR
- ENG 308 - Creative Nonfiction (3)
  OR
- ENG 304 - Writing with Purpose (3)
  OR
- ENG 309 - Writing Poetry (3)
  OR
- ENG 315 - Professional Writing (3)

• Additional 9 credits of courses with either an ENG or LIT prefix at the 300 level or above. At least 3 credits must have a LIT prefix

Students must achieve a grade of C or higher in all English certification area required courses. Grades of C and lower will require that the course be retaken to obtain a grade of C or higher.

Preferred Electives

- ENG 305 - Topics in British Literature (3)
- ENG 306 - Topics in American Literature (3)
- LIT 400 - Topics in World Literature (3)
- ENG 357 - Modern British Literature (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 392 - African American Literature (3)
- ENG 393 - Latinx Literature (3)
- ENG 397 - Contemporary American Poetry (3)
- LIT 334 - Greek & Roman Mythology (3)
- LIT 356 - From Fairy Tale to Modern Fantasy (3)
- LIT 358 - Postcolonial Literatures (3)

Students in this concentration must use ENG 101 and ENG 102 to satisfy the Written Communication component of the University's General Education program.

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	43 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Mathematics 7-12 (B.S.) - HEGIS: 1701.01

The major in Adolescence Education is approved by the New York State Education Department (NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook. Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)

- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 335 - Adolescent Mathematics Methods (3)

Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required Course - 40 Credit Hours

- CSC 101 - Computer Science I (0,3)
- MAT 112 - Basic Statistics (3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 303 - History of Mathematics (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 313 - Mathematics: A Heuristic Approach (3)
- MAT 331 - Linear Algebra (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- MAT 351 - Euclidean & Non-Euclidean Geometries (3)
- MAT 401 - Real Analysis I (3)
- UCC 101 - First Year Seminar (1)

Students must achieve a grade of C or higher in all mathematics certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	40 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Physics 7-12 (B.S.) - HEGIS: 1902.01

The major in Adolescence Education is approved by the New York State Education Department

(NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- SPA 101 - Beginning Spanish I (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)

- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 337 - Adolescent Science Methods (3)

Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6)
  graded pass/fail

Required Courses: 41-42 Credit Hours

- PHY 116 - Astronomy: A Study of the Universe (0, 4)
  OR
- GOL 133 - Planetary Science (3)
  OR
- PHY 133 - Planetary Science (3)

- PHY 163 - How Things Work (3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)
- PHY 363 - Physics III (0, 4)

- PHY 351 - Introduction to Electronic Circuit Design and Analysis (0, 4)
  OR
- PHY 323 - Statics and Dynamics (4)

- PHY 200 - Select Topics: Physics (1)
- PHY 400 - Select Topics: Physics (1)
- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)

Students in this concentration must take MAT 201 to satisfy the General Education Quantitative Reasoning category and must take CHE 211 to satisfy the Scientific Literacy category.

Students must achieve a grade of C or higher in all physics certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Preferred Electives

- PHY 471 - Introduction to Quantum Physics I (3)
  • PHY elective at the 300 or 400 level (3)

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	41-42 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Social Studies 7-12 (B.S.) - HEGIS: 2201.01

The major in Adolescence Education is approved by the New York State Education Department

(NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, social studies, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.

- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) section of this catalog.

Major Course Requirements: 44 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- UCC 101 - First Year Seminar (1)
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 334 - Adolescent Social Studies Methods (3)

  Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Social Studies Certification Area: 39 Credits hours

Required Courses

- IST 101 - World Regional Geography (3) *
- POL 101 - Introduction to Politics and American Government (3) *
- ECN 141 - Principles of Macroeconomics (3) *

- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- HIS 266 - Modern Europe (3)
- HIS 300 - Select Topics: History (1 to 3) *(Must take 3 credits; topic must be US and the World)*
- HIS 304 - The American Revolution (3)
- HIS 305 - Civil War and Reconstruction (3)
- HIS 311 - History of New York State (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 380 - North Africa, Islam, and the Middle East in Historical Perspective (3)

**These courses also count towards Utica University's General Education Program.*

Students must achieve a grade of C or higher in all social studies certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Recommended Electives

- HIS 334 - History of Colonial Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)
- HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)
- HIS 515 - The African-American Experience (3)
- POL 211 - Introduction to Human Rights (3)
- POL 221 - State and Local Government (3)

Note

New York State Regulations require that students seeking Social Studies teacher certification must take ECN 141 - Principles of Macroeconomics (3), IST 101 - World Regional Geography (3), and POL 101 - Introduction to Politics and American Government (3) or the equivalent, and *a minimum of 21 credit hours in history.*

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	44 Credits
Certification Area	39 Credits
Total Credit Hours Required For Degree	120 Credits

Adolescence Education: Spanish 7-12 (B.S.) - HEGIS: 1105.01

The major in Adolescence Education is approved by the New York State Education Department

(NYSED) and prepares teacher candidates with the knowledge, skills, and dispositions to teach in public and private schools in grades 7-12 in the specified NYSED certification area: Biology, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies, and Spanish.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

Students completing the adolescence education major with concentrations in biology, chemistry, English, geoscience, history, physics, mathematics, or Spanish must complete at least 60 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

The Adolescent Education major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook.

Total credits required for the Adolescence Education Bachelor of Science degree: 120. This includes electives where needed to meet the 120-credit minimum requirement.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education: 37 Credit Hours

See the General Education (37 credits) Section of this catalog.

Major Course Requirements: 43 Credit Hours

- EDU 111 - Introduction to Teaching (1) *graded pass/fail*
- PSY 101 - Introduction to Psychology (3)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)

- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- EDU 343 - Adolescent Foreign Language Methods (3)

Students must achieve a grade of C or higher in all major course requirements (other than those courses graded pass/fail). Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Student Teaching: 12 credits

- EDU 471 - Student Teaching Seminar (0) *graded pass/fail*
- EDU 475 - Student Teaching I (6) *graded pass/fail*
- EDU 476 - Student Teaching II (6) *graded pass/fail*

Required Courses:40 Credit Hours

- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)
- SPA 201 - Intermediate Spanish I (3)
- SPA 202 - Intermediate Spanish II (3)

- SPA 227 - Spoken Spanish I (3)
  or
- SPA 327 - Spoken Spanish II (3)

- SPA 328 - Approaches to Reading Spanish Texts (3)
  or
- SPA 388 - Introduction to Literature in Spanish (3)

- SPA 337 - Spanish Composition and Grammar Review (3)

- SPA 347 - Introduction to Spanish Culture (3)
  or
- SPA 348 - Latin American Cultures and Civilizations (3)

- Additional 12 credits of elective courses at the 300 level or above with a SPA prefix.
- SPA 490 - Independent Study (3 to 6)
- UCC 101 - First Year Seminar (1)

Students must achieve a grade of C or higher in all Spanish certification area required courses. Grades of C- and lower will require that the course be retaken to obtain a grade of C or higher.

Program Credits

General Education	37 Credits (overlap exists with certification areas)
Major Course Requirements	43 Credits
Certification Area:	40 Credits
Total Credit Hours Required For Degree	120 Credits

Africana Studies (B.A.) - HEGIS Code 0305.00

Utica University's Africana Studies program is an interdisciplinary field of study devoted to critical and systematic examination of the historical, political, economic, social, and cultural experiences of African Americans, Africans, and African descendant peoples throughout the world. It is a program built on four pillars including North America, Sub-Saharan Africa, North Africa and the Middle East, and Latin America. It offers remarkable breadth and flexibility when it comes to highlighting and critically analyzing the impact of Africa and the African diasporas on humanity. As an Africana Studies major, students will work closes with extremely accomplished core as well as affiliated faculty to explore the discipline through scholarship and real-world experiences, including study aboard.

In addition to catalog description please visit the Africana Studies webpage at: http://utica.edu/africana-studies

Credit Requirements

The major will require a total of 39 credits. Category Requirements: 1 Introduction to African Diasporic Experience, 1 Humanities course, 1 Social Science course, 1 Methods course, discipline is open, 2 Foreign Language courses, 1 upper-level research course; 6 Elective courses; and the Africana Capstone course.

Africana Studies Program Goals Africana Studies Majors/Minors will be able to

1. identify a thesis in another writer's work.

2. identify and use relevant research materials

3. identify and formulate an argument and research question based on critical thinking and contextual analysis

4. communicate clearly.

Academic Requirements

General Education: 37 Credit Hours

Major Course Requirements (12 credits):

- HIS 135 - Introduction to The African Diasporic Experience (3)

- HIS 235 - Methods and Key Themes in African American History Since Reconstruction (3)
  or
- SOC 342 - Urban Sociology (3)

or

- SOC 312 - Social Science Research Methods (3)

- SOC 367 - Race Class Gender & Sexuality (3)
  or
- POL 373 - African Politics (3)

- ENG 392 - African American Literature (3)

Major-related Language Requirements (6 credits):

- SPA 101 - Beginning Spanish I (3)
- SPA 102 - Beginning Spanish II (3)
  or
- FRE 101 - Beginning French I (3)
- FRE 102 - Beginning French II (3)
  or
- ARB 101 - Beginning Arabic I (3)
- ARB 102 - Beginning Arabic II (3)

Africana Electives (18 credits)

Majors must choose a total of 18 credits beyond what is listed above, drawing from a minimum of three different disciplinary prefixes. Four of the six electives must be at the intermediary and upper levels, i.e., 300 or 400, and at least one elective must be writing intensive.

Anthropology

- ANT 205 - Human Beings in Evolutionary Perspective (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 283 - Urban Anthropology (3)
- ANT 323 - Archaeology of North America and the Caribbean (3)
- ANT 397 - Inside Globalization (3)

Communications and Media

- CMM 325 - Intercultural Communication (3)

Criminal Justice

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

English

- ENG 393 - Latinx Literature (3)

Communications and Media

- FLM 303 - Black Cinema (3)
- FLM 324 - Race, Ethnicity, and Film (3)

History

- HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)
- HIS 305 - Civil War and Reconstruction (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 323 - Civil Rights and African American Nationalism (3)
- HIS 324 - Resistance, Race, and Labor (3)
- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 355 - Afro-Latin American Invisibility and Centrality (3)
- HIS 358 - Afro-Latin American History Through Film (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)
- HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)
- HIS 380 - North Africa, Islam, and the Middle East in Historical Perspective (3)
- HIS 388 - African International Relations in Historical Perspective (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)
- HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)
- HIS 480 - Race and Racism in Public Health and Medicine (3)
- LIT 358 - Postcolonial Literatures (3)

Music

- MUS 130 - Beginning African Drumming (1)
- MUS 325 - History of Contemporary Music - Jazz (3)
- MUS 326 - History of Contemporary Music - Hip Hop (3)

Philosophy

- PHI 355 - African American Political Philosophy (3)

Political Science

- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 347 - Race and Gender in the Law (3)
- POL 374 - Latin American Politics (3)

Sociology

- SOC 252 - Race and Ethnicity (3)

Foreign Languages

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3)
- SPA 311 - Spanish and Latin American Film (3)
- SPA 348 - Latin American Cultures and Civilizations (3)

Theatre

- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)
- THE 320 - Theatre for Social Justice (3)
- THE 365 - Black Feminisms Onstage (3)
- THE 457 - Theatres of the African Diaspora (3)

Africana Capstone (3 Credits)

- HIS 456 - Guided Historical Research (3)

Program Credits

General Education	37 Credits
Major Course Requirements	12 Credits
Major-related Language Requirements	6 Credits
Africana Electives	18 Credits
Africana Capstone	3 Credits
University Electives	44 credits
Total Credit Hours Required For Degree	120 Credits

Animal Behavior (B.S.) - Hegis Code 0401.00

(Bachelor of Science Degree)

The Animal Behavior major is an integrative and interdisciplinary program of study examining the behavior of animals from a biological and psychological perspective. The major seeks to provide students with a background in scientific knowledge to examine the evolutionary, ecological, genetic, and neurological, and cognitive mechanisms that influence the behavior of animals, as well as ways in which behavior is modified by learning, training, and changes in the natural environment. Additionally, students will gain an understanding of techniques for studying behavior through our research-intensive program that includes laboratory experiences, training in research methods, and conducting independent research projects. Students will be introduced to zoo research, animal care and husbandry, and animal training through our partnership with the Utica Zoo.

The major in Animal Behavior will provide a foundation of courses and experiences for students interested in pursuing graduate training for research, high school or college/university teaching, conservation, or veterinarian medicine. Additionally, this major will provide training for those seeking careers requiring training at the bachelor's level, such as

research assistants at universities, businesses, or government institutions; animal care specialists or managers for research facilities; animal handlers/trainers for zoos or as a business; zoo keeping and aquarium husbandry; veterinary assistants; and museum or zoo educators. Other careers include applied animal behavior in industry and animal control officers.

Learning Objectives

Students graduating with a degree in Animal Behavior will:

- Integrate biological and psychological principles in the investigation of animal behavior to understand the proximate and ultimate factors influencing behavior and to recognize the underlying biological, ecological, and psychological processes that influence the behavior of animals;
- Demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of animal behavior;
- Use primary literature in the field of animal behavior;
- Analyze and present scientific data using statistical analyses and statistical software;
- Compose oral and written scientific presentations using experimental design and data.

Academic Requirements

General Education: 37 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.

Major Course Requirements

Principles for Understanding Animal Behavior

- ANB 123 - Introduction to Animal Behavior (1)
- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- BIO 321 - Genetics (0, 4)
- PSY 101 - Introduction to Psychology (3)

16 Credit Hours

Research Methods in Animal Behavior

- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)
- PSY 211 - Statistics in the Behavioral and Social Sciences (3)

9 Credit Hours

Essentials of Animal Behavior

Behavioral Biology (8 credits)

- BIO 338 - Animal Behavior (3)
- BIO 338L - Animal Behavior Laboratory (1)
- ANB 428 - Zoo Animal Behavior and Husbandry (3)
- ANB 428L - Lab for Zoo Animal Behavior and Husbandry (1)

Animal Biology (11 credits)

- BIO 324 - Animal Physiology (0, 4)

- BIO 436 - Biology of Vertebrates (0, 4)
  OR
- BIO 437 - Biology of Invertebrates (0, 4)

- BIO 464 - Sensory Biology (3)

Ecology and Evolution (6-7 credits)

- BIO 329 - Evolution (3)

- BIO 323 - Ecology (0, 4)
  OR
- BIO 423 - Aquatic Biology (0, 4)
  OR
- BIO 438 - Conservation Biology (3)

Cellular and Physiological Mechanisms (3-4 credits)

(select one course)

- BIO 322 - Developmental Biology (0, 4)
- BIO 327 - Cell Biology (0, 4)
- BIO 343 - Neuroscience (3)
- BIO 362 - Endocrinology (3)
- PSY 347 - Basic Psychobiology (3)

Psychological Perspectives (3-4 credits)

(select one course)

- PSY 351 - Learning and Behavior (0, 4)
- PSY 354 - Cognitive Psychology (0, 4)
- PSY 405 - Evolutionary Psychology (3)
- PSY 453 - Theories of Learning (3)

Elective (3-4 credits)

- ANB 470 - Practicum in Animal Behavior (3)
  OR
- an additional course from any of the above categories
  OR
- an additional semester of ANB 450 or ANB 495.

34-38 Credit Hours

Capstone Experience

(select one)

- ANB 450 - Senior Research (3)
- ANB 495 - Senior Seminar (3)

3 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

8 Credit Hours

Total Hours Required in Major: 70-74

Note:

*Students are required to earn a grade of C or better in BIO 211 before enrolling in any subsequent course with an Animal Behavior or Biology prefix that is required for the major.

Note: Students who plan on graduate study may need to complete CHE 331-CHE 332, PHY 151-PHY 152 or PHY 261-PHY 262, and MAT 201.

Electives

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

Honors in Animal Behavior:

In order to be considered for Honors in Animal Behavior, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Animal Behavior courses taken at Utica University and an overall GPA of at least 3.0.
2. The student must take ANB 450 and present their findings at the Annual Utica University Student Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Animal Behavior.

Program Credits

General Education	37 Credits
Major Course Requirements	62-66 Credits
Major Related Course Requirements	8 Credits
University Electives	9-13 Credits
Total Credit Hours Required For Degree	120 Credits

Biochemistry (B.S.)- Hegis Code 0414.00

(Bachelor of Science Degree)

The biochemistry major is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for students who have an interdisciplinary interest in biology and chemistry and wish to work at the interface of those two disciplines. Students will be well prepared for entry-level careers in biochemistry or biotechnology or for further graduate and professional study in biochemistry or medicine.

Learning Objectives

Students graduating from any program in the Department of Chemistry and Biochemistry at Utica University will demonstrate the ability to:

Think like a chemist

- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problem

Work like a chemist

- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds

- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist

- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

Academic Requirements

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.

Major Course Requirements - Chemistry Core

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 213 - Introduction to Chemical Research Methods (3)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- CHE 323 - Quantitative Analysis (0,5)
- CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)
- CHE 495 - Senior Seminar (1) (must be taken twice)

29 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

- PHY 151 - General Physics I (0, 4) **and**
- PHY 152 - General Physics II (0, 4)
  or
- PHY 261 - Physics I (0, 4) **and**
- PHY 262 - Physics II (0, 4)

14 Credit Hours

Biochemistry Major

- BIO 211 - General Biology I (0, 4)
- BIO 321 - Genetics (0, 4)
- BIO 327 - Cell Biology (0, 4)
- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 463 - Biochemistry II (3)
- BIO 453 - Molecular Biology (0,4)

Chemistry and Biology Electives

- 300 or higher level - must have two from chemistry and one from biology (9-11)

32-34 Credit Hours

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	32-34 Credits
College Electives	2-25 Credits
Total Credit Hours Required For Degree	120 Credits

Biology (B.S.)- Hegis Code 0401.00

*(Bachelor of Science Degree)**

Science is the process of creating new knowledge concerning the natural world. The Biology Department at Utica University engages students in active research as the primary method of learning biology as a science. We provide a thorough and diverse education in biological principles and techniques of biological inquiry. Students experience relevant and exciting challenges in their pursuit of successful and rewarding careers. Our distinctive, active learning approach promotes scholarship, responsible citizenship, and lifelong learning.

Total credit hours required for degree: 120

Learning Objectives

Successful graduates from this program will:

Understand the key principles and techniques of molecular biology and genetics, cell biology, organismal biology, and population biology, evolution, and ecology.

Demonstrate the ability to conduct scientific research, including:

- critical analysis and use of the biological primary literature;
- experimental design;
- statistical analysis;
- graphical presentation of data;
- oral scientific presentation;
- written scientific paper.

Academic Requirements

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.

Major Course Requirements

Essentials of Biology

- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- BIO 231 - Research Methods I (3)
- BIO 232 - Research Methods II (3)

14 Credit Hours

Foundations of Biology

(seven courses)

- BIO 321 - Genetics (0, 4)
- BIO 327 - Cell Biology (0, 4)
- BIO 323 - Ecology (0, 4)
- BIO 329 - Evolution (3)

Structural/Functional Biology

(select one course)

- BIO 322 - Developmental Biology (0, 4)
- BIO 324 - Animal Physiology (0, 4)

Organismal Biology

(BIO 325 - Botany (0, 4) and one other course)

- BIO 325 - Botany (0, 4)

Select One Course

- BIO 432 - Principles of Microbiology (0, 4)
- BIO 436 - Biology of Vertebrates (0, 4)
- BIO 437 - Biology of Invertebrates (0, 4)

27 Credit Hours

Upper Level Biology Electives

- Biology Elective Courses at the 300, 400, or 500 level* (7)

7 Credit Hours

Integrated Biological Experience

(select one course)

- BIO 450 - Senior Research (3)
- BIO 495 - Senior Seminar (3)

3 credit Hours

Total Biology Coursework: 51 credits

Major-Related Course Requirements *

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

- PHY 151 - General Physics I (0, 4)
  and
- PHY 152 - General Physics II (0, 4)
  or
- PHY 261 - Physics I (0, 4)
  and
- PHY 262 - Physics II (0, 4)

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

- SOC 211 - Statistics in the Behavioral and Social Sciences (3)
  or
- MAT 201 - Calculus I (3)

19 Credit Hours

Total Hours Required in Major: 70

Note:

Students must satisfactorily complete **BIO 496** on a designated date during the semester of graduation.

*Students will be required to earn a grade of C or better in BIO 211 before enrolling in any subsequent Biology courses that are required for the Biology major.

Electives

The student must complete sufficient elective courses to earn at least the minimum credits hours for this degree and at least 64 credits of the 120 required must be in the liberal arts and sciences.

Biology Honors:

Students must submit their request to be considered for Honors in Biology to the Department Chair at least 6 weeks before degree conferral (see academic calendar.) In order to be considered, the following requirements must be satisfied.

1. The student must have Biology GPA of at least 3.4 in all Biology courses taken at Utica University and an overall GPA of at least 3.0.The student must take BIO 450 in their junior or senior year and present their findings at the Student Conference for Research, Professional Activities, and Creative Arts or a similar venue.

2. The Biology Faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read Bachelor of Science with Honors in Biology.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	44 Credits
Major Related Course Requirements	19 Credits
Major Electives	7 Credits
College Electives	0-16 Credits

Total Credit Hours Required For Degree 120 Credits

Business Management (B.S.) - Hegis Code 0506.00

(Bachelor of Science Degree)

(Concentrations in General Management, Human Resources Management, and Marketing Management)

The purpose of the major is to prepare graduates for competent and responsible participation in business and society. Recognizing the crucial role of business activity in our economy and society, the major is designed to introduce students to the way business organizations function in the larger social context. Issues of ethics and social responsibility, the global nature of the business, and technological developments are emphasized throughout the curriculum. Skills in interpersonal dynamics, research, and oral and written communicational skills are also emphasized. Coursework is presented following an integrative approach and supported by discipline-specific content areas. An emphasis is also placed on the importance of experiential learning. Students will also have the opportunity to complete an experiential learning internship or project.

Learning Objectives

Graduates from this program will be able to:

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

Students completing the management concentration will also:

- Demonstrate proficiency with fundamental management frameworks and processes used to lead organizations and teams.
- Understand and apply planning, control and measurement methods in an organizational leadership context.

Students completing the general management concentration will also:

- Develop a more in-depth understanding of functional business areas to acquire a general knowledge of management.

Students completing the human resource concentration will also:

- Describe and discuss the contributions of human resource management to organizational outcomes;
- Recognize the legal issues and problems of human resource management.

Students completing the marketing concentration will also:

- Demonstrate proficiency in the strategic marketing practices or market segmentation, market targeting and market position;

- Employ a contemporary marketing philosophy that balances the needs of the customer, company, and society;
- Understand the concept of "value" and apply this to the 4P's of marketing.

Students completing the nonprofit management concentration will also:

- Communicate an organization's information clearly and persuasively.
- Use multimedia technology effectively to achieve organizational goals.
- Apply appropriate research methods, metrics and analysis techniques to solve business and organizational problems.
- Act professionally and operate ethically in a professional environment.
- Create effective communication plans in a nonprofit environment.

Students completing the RMI concentration will also:

- Apply the risk management process to analyze business and individual/family risk issues;
- Explain the insurance and noninsurance risk management technologies and their proper utilization;
- Employ risk management best practices for businesses and individuals/families to analyze and interpret problems and cases.

Academic Requirements

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.

Business Requirements

(Economics electives may be used to satisfy liberal arts 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)
  or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)

- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

42 Credit Hours

Concentration

Day students should select one concentration from among General Management, Human Resources Management, Marketing Management, and Insurance and Risk Management. Continuing Education students must select the General Management concentration.

Concentration in General Management

- MGT 371 - Human Resource Management (3)
- MGT 372 - Operations Management (3)
- Choose one course 300 level or above from each of three of the following areas:
  Accounting, Economics, Finance, Management, Marketing, and Insurance and Risk Management. One must be ECN elective. (9)
- MGT 470 - Management - Internship (1 to 12) or a 300 or above course from the following: Accounting, Economics, Finance, Management, Marketing, Insurance and Risk Management (3)

18 Credit Hours

Concentration in Human Resources Management

Choose any four of the following courses:

- ECN 344 - Labor Problems (3)
  or
- ECN 375 - Health Economics (3)

- MGT 371 - Human Resource Management (3)
- MGT 375 - Labor Relations and Collective Bargaining (3)
- MGT 471 - Organizational Behavior (3)
- MGT 470 - Management - Internship (1 to 12) or a 300 or above course from the following: Accounting, Economics, Finance, Management, Marketing, Insurance and Risk Management (3)
- PSY 101 - Introduction to Psychology (3)

- PSY 337 - Industrial and Organizational Psychology (3)
  or
- PSY 372 - The Counseling and Interviewing Process (3)

- RMI 415 - Employee Benefits (3)

24 Credit Hours

Concentration in Marketing Management

- MKT 481 - Marketing Management (3)
- MKT 372 - Tools, Tactics, and Channels (3)
- MKT 375 - Research Methods and Metrics (3)
- MKT 315 - Consumer Behavior (3)
- MKT 401 - Retail Marketing (3)
- MKT 412 - Sales Management and Personal Selling (3)
- ECN elective 300 level or above (3)

21 Credit Hours

Concentration in Nonprofit Management

- CMM 261 - Media Writing (3)
- PRL 182 - Public Relations (3)
- PRL 343 - Grant Proposal Writing for the Nonprofit World (3)

- PRL 372 - Tools, Tactics, and Channels (3)
  OR
- MKT 372 - Tools, Tactics, and Channels (3)

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)
- PRL 453 - Advancement Principles for Fundraising and Grants in a Nonprofit World (3)

21 Credit Hours

Concentration in Insurance and Risk Management

- RMI 326 - Principles of Insurance: Property and Liability (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)
- MGT 470 - Management - Internship (1 to 12) or ECN elective 300 level and above (3)

15 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 120 required must be in the liberal arts and sciences. Students are encouraged to select electives that will complement their major course of study, for example, courses in Anthropology, Communications, Political Science, History, International Studies, Law, Professional Ethics, Psychology, and Sociology.

Program Credits

Core/General Education	34-55 Credits
Business Requirements	42 Credits
Concentration	15-25 Credits
College Electives	0-29 Credits
Total Credit Hours Required For Degree	120 Credits

Chemistry (B.S.)- Hegis Code 1905.00

(Bachelor of Science Degree)

Chemistry is the study of the composition, structure, properties, and reactions of matter at both the macroscopic and atomic levels. Students choosing chemistry as their major field of study will learn to understand and appreciate the physical world as a manifestation of its smallest molecular parts, both through abstract theoretical models and in direct laboratory experimentation. Through participation in a discipline that often occupies a central and unifying role in contemporary science programs, the student of chemistry is especially well equipped to pursue professional careers in medicine, industry, and teaching. During the course of their study, majors will have opportunities to perform and present original research, to engage in a culture and tradition of inquiry that is simultaneously rigorous and rewarding, and to take part in a variety of collaborations with the faculty. Exceptional students may also elect to pursue the degree with Honors.1 Flexibility within the major allows the student and advisor to design a program of study based on one of the following available concentrations:

The General Concentration is intended to provide a fundamental, well-rounded education in science and is ideal for pre-dental, pre-law or pre-medical students, for students who wish to teach, or for students seeking job entry at the technical level.

The Biochemistry Concentration is modeled on a course of study recommended by the American Chemical Society and places significant emphasis on the study of the molecules and reactions of life processes. It is intended for chemistry students who have an interdisciplinary interest in biology. Students will be prepared for entry-level careers in biochemistry and biotechnology or for further graduate and professional study in biochemistry or medicine.

The *Environmental Concentration* is intended for students with an interest in understanding the effects of human activity on atmospheric, aquatic, and terrestrial environments within a chemical context. By seeking solutions for such chemically based environmental problems as water pollution, acid rain, and hazardous wastes, environmental chemists help ensure a healthy environment for all living things.

The Professional Concentration is, like the Biochemistry Concentration, a recommended course of study from the American Chemical Society. It is especially suited for students who want to pursue graduate work in chemistry or careers in the chemical or pharmaceutical industries.

Students considering public school teaching as a career should refer to the programs in education listed alphabetically in this section of the catalog. Each student who studies the chemistry major should consult regularly with his or her advisor, particularly concerning the selection of electives.

The chemistry program is accredited by the American Chemical Society, the highest standard for undergraduate chemistry education. Students wishing to graduate with a B.S. in Chemistry certified by the American Chemical Society should complete the professional concentration with at least one credit hour of chemistry electives being laboratory based.

Learning Objectives

Students graduating from any program in the Department of Chemistry and Biochemistry at Utica University will demonstrate the ability to:

Think like a chemist

- Analyze chemical behavior using structure-function relationships
- Assess chemical mechanisms using reaction-energy relationships
- Apply qualitative and quantitative reasoning to solve problems

Work like a chemist

- Exhibit a culture of workplace safety and chemical hygiene
- Use qualitative and quantitative methods to analyze structure, function, and chemical reactivity
- Apply appropriate laboratory techniques for successful synthesis and purification of chemical compounds
- Exhibit a familiarity with modern chemical instrumentation, including the applications, capabilities, and limitations of such tools

Write like a chemist

- Record, in a permanent fashion, laboratory procedures and data in a concise and accurate manner
- Write clear and effective reports of activity in the laboratory
- Exhibit effective written and oral communication skills for presenting experimental and theoretical results as well as promoting awareness of chemical issues to the general public

Students graduating from any of our B.S. programs (B.S. Chemistry, any concentration, and B.S. Biochemistry) will be prepared to immediately enter the chemical professions upon graduation. This includes:

- Entry into and success in graduate or professional school for further study in the chemical disciplines
- Direct entry into the chemical professions

Academic Requirements

Core/General Education: 34 - 55 Credit Hours

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Major Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)

- CHE 213 - Introduction to Chemical Research Methods (3)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- CHE 323 - Quantitative Analysis (0,5)
- CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)
- CHE 495 - Senior Seminar (1) (must be taken twice)

29 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

- PHY 151 - General Physics I (0, 4) **and**
- PHY 152 - General Physics II (0, 4)
  or
- PHY 261 - Physics I (0, 4) [2] **and**
- PHY 262 - Physics II (0, 4) [2]

14 Credit Hours

Concentration

In addition to the above courses the student must select one of four concentrations:

General Concentration

- CHE 423 - Instrumental Methods (0,5)
- CHE 473 - Inorganic Chemistry (0,4)
- Chemistry Electives - 300 or higher level (6)

- BIO 211 - General Biology I (0, 4) **and**
- BIO 212 - General Biology II (0, 4)
  or
- GOL 225 - Physical Geology (0,4) **and**
- GOL 226 - Historical Geology (0,4)

23 Credit Hours

Biochemistry Concentration

- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 433 - Advanced Organic Chemistry (3)
- Chemistry Electives - 300 or higher level (3)

- BIO 211 - General Biology I (0, 4)
- BIO 212 - General Biology II (0, 4)
- BIO 321 - Genetics (0, 4)
- BIO 327 - Cell Biology (0, 4)
- BIO 453 - Molecular Biology (0,4)

30 Credit Hours

Environmental Concentration

- CHE 405 - Environmental Chemistry (3)
- CHE 423 - Instrumental Methods (0,5)
- Chemistry Electives - 300 or higher level (3)
- BIO 211 - General Biology I (0, 4)
- BIO 212 - General Biology II (0, 4)
- BIO 323 - Ecology (0, 4)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)
- MAT 112 - Basic Statistics (3)

34 Credit Hours

Professional Concentration

- CHE 346 - Physical Chemistry II: Structure (3)
- CHE 346L - Physical Chemistry Laboratory (1)
- CHE 363 - Biochemistry (3)
- CHE 363L - Biochemistry Laboratory (1)
- CHE 423 - Instrumental Methods (0,5)
- CHE 473 - Inorganic Chemistry (0,4)
- Chemistry Electives - 300 or higher level (5)

22 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 64 credit hours of the 120 required must be in the liberal arts and sciences.

Note:

[1] The following requirements must be satisfied for the student to be considered for Honors in Chemistry:

- The student must have an average of 3.4 in chemistry courses and 3.4 overall average.
- The student must conduct a research project for at least two semesters and for a minimum of three credit hours (total) and present a seminar on the work.
- The student must apply for honors by April 14 of the senior year.

- The chemistry staff will evaluate the student's credentials and select those who will receive honors. Student participation in chemistry program activities will be considered.

For those who are selected, the transcript will read Bachelor of Science with Honors in Chemistry.

[2] Students choosing the Professional Concentration must take PHY 261, PHY 262.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	14 Credits
Concentration	22-34 Credits
College Electives	0-21 Credits
Total Credit Hours Required For Degree	120 credits

Childhood (Grades 1-6) Education- Hegis Code 0802.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Childhood (Grades 1-6) Education

Students pursuing the childhood education program must major in a liberal arts field. At Utica University, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 314 - Children's Literature (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)
- PSY 321 - Infancy and Childhood (3)

46 Credit Hours

Note:

Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your advisor to be sure that you fulfill this requirement.

Childhood and Special Education (Grades 1-6) Program- Hegis Code 0802.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Childhood and Special Education (Grades 1-6) Program

Students pursuing the Childhood and Special Education Program must major in a liberal arts field. At Utica University, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, social studies, and sociology and anthropology.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 326 - Childhood Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

55 Credit Hours

Note:

Students in the childhood/special education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Students should consult as early as possible with their advisor to be sure they meet this requirement.

Communication and Media (B.A.)- Hegis Code 0601.00

(Bachelor of Arts Degree)

The Communication and Media major focuses on written, oral, and multimedia communication. Communication and Media students develop an understanding of historical, legal, cultural, and critical aspects of communication, while learning practical skills necessary to succeed in a variety of communication-related professions.

In addition to taking a common set of nine foundational courses, all students in the Communication and Media major select a concentration in one of nine areas, allowing them to specialize in a field of communication.

This approach enables students to develop both general and specialized knowledge and a set of communication skills that are integral to personal exploration and growth, engaged citizenship, and rewarding careers.

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

Total credit hours required for Communication and Media Bachelor of Arts degree: 120

Learning Objectives

Successful graduates from this program will be able to:

- Demonstrate competence in communicating effectively in multiple contexts.
- Demonstrate a theoretical and practical understanding of communication.

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.

Major Course Requirements

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 181 - Intro to Mass Communication (3)
- CMM 188 - Digital Toolkit (3)
- CMM 226 - Introduction to Media Criticism (3)
- CMM 261 - Media Writing (3)
- CMM 325 - Intercultural Communication (3)
- CMM 467 - Communication Law (3) *****

Select One:

- COM 130 - WPNR Practicum (1)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UticaTV Practicum (1)
- THE 130 - Practicum in Theatre (1)

Select one:

- CMM 450 - Fieldwork in Communication and Media (3)
- CMM 481 - Senior Seminar (3)

28 Credit Hours

Major Electives

Students must take a total of 6 credit hours of electives at the 200-level or above from the following areas: Communication Arts (COM), Communication and Media (CMM), Film Studies (FLM), Journalism (JLM), Public Relations (PRL), Sports Communication (SCM), or Theatre (THE). Fieldwork or internships may not be used to fulfill this requirement.

Concentration

Students must declare and complete at least one of the following areas of concentration (*please note that some of the courses in these concentrations have prerequisites that must be fulfilled. In some instances, the prerequisites are satisfied by courses found in the CMM Major Course Requirements or by courses in the Utica University Core):

Communication Arts

The Communication Arts concentration focuses on developing a broad array of knowledge and skills applicable to many careers, with particular emphasis on oral, interpersonal, organizational, intercultural communication and media studies. Students engage in a critical assessment of the values underlying communication practices, technologies, institutions, and their social and ethical consequences. Advisors work with students to develop a course of study based on a student's interests and desired career path.

- COM 341 - Organizational Communication (3)
- Must take any 3-credit THE (Theatre) Course.

- COM 261 - Broadcasting and the Public Interest (3)
  or
- COM 368 - Broadcast News and Society (3)

- CMM 303 - Storytelling (3)
  or
- COM 313 - Performance Studies (3)
  or
- COM 403 - Argumentation (3)

  Select two:
- COM 411 - Communication Theory (3)
- COM 426 - Theories of Visual Communication (3)
- COM 461 - Rhetorical Theory and Criticism (3)

  Select two:

- COM 300 - Topics in Communication Arts (3)
- COM 301 - Advanced Interpersonal Communication (3)
- COM 337 - Health Communication (3)
- COM 385 - Political Communication (3)
- COM 466 - Community Organizing (3)
- COM 490 - Independent Study (1 to 3)

Electives

Students must select 6 credit hours of electives from the following areas: COM (Communication Arts), FLM (Film Studies), JLM (Journalism), PRL (Public Relations), THE (Theatre).

30 Credit Hours

Communication & Social Justice

Link your passion for social justice with a communication-based foundation and a variety of disciplinary perspectives to develop the knowledge and skills you need to understand and combat the social, cultural, and institutional causes of inequality, injustice and oppression. The concentration provides excellent preparation for students wishing to become human rights, civil rights, or environmental advocates, community organizers, social workers, alternative media workers, or lobbyists, as well as those considering graduate study in the social sciences, social work, or law.

- COM 341 - Organizational Communication (3)
- COM 403 - Argumentation (3)
- COM 466 - Community Organizing (3)

- COM 411 - Communication Theory (3)
  or
- COM 426 - Theories of Visual Communication (3)
  or
- COM 461 - Rhetorical Theory and Criticism (3)

Select three

(at least one course must be selected from each category)

Category One

- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 235 - Methods and Key Themes in African American History Since Reconstruction (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)
- HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- SOC 225 - Social Problems (3)
- SOC 252 - Race and Ethnicity (3)

- SOC 342 - Urban Sociology (3)
- SOC 367 - Race Class Gender & Sexuality (3)

Category Two

- POL 211 - Introduction to Human Rights (3)
  or
- HRA 211 - Introduction to Human Rights (3)

- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 281 - Political Ideas and Ideologies (3)
- POL 346 - Civil Liberties (3)
- PHI 425 - Theories of Justice (3)

Select three

- CMM 303 - Storytelling (3)
- ENG 315 - Professional Writing (3)
- JLM 276 - Television Story Production (3)
- JLM 363 - Magazine Article Writing (3)
- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)

- FLM 307 - Documentary Filmmaking (3)
  OR
- JLM 307 - Documentary Filmmaking (3)

- MKT 372 - Tools, Tactics, and Channels (3)
- PRL 182 - Public Relations (3)
- PRL 343 - Grant Proposal Writing for the Nonprofit World (3)
- PRL 385 - Event Planning and Campaigns (3)
- THE 320 - Theatre for Social Justice (3)
- THE 333 - Production in the Theatre (3)
- THE 441 - Directing in the Theatre (3)

30 Credit Hours

Creativity Studies

Brainstorm, experiment, fail, try again, and discover new ways to approach challenges. Creativity is the ability to come up with innovative solutions, and it is a skill anyone can develop and apply to any field. Students who select a concentration in Creativity Studies enhance the skills from their core communication classes with a variety of arts based courses. This is particularly beneficial for students who seek out careers where they will be encouraged to think creatively where innovation is critical. Note: Students concentrating in Creativity Studies must take classes in more

than one of the following arts areas: Literature (LIT), Fine Arts (FIA), Film Studies (FLM), Music (MUS), Theatre (THE).

Foundations in Creativity

- HUM 115 - Introduction to Creativity (3)
- COM 461 - Rhetorical Theory and Criticism (3)

Select one from:

- COM 426 - Theories of Visual Communication (3)
- FIA 344S - Creative Expression (3)

- Select one 3-hour course at 100-200-level from Fine Arts (FIA), Film Studies (FLM), Music (MUS), Theatre (THE), or ENG 147. This cannot be counted toward core.

Creative Applications

Students will choose 9 hours of practical arts and entertainment courses from the list below. It is recommended that students meet with their faculty advisor as they plan their courses.

Select 9 hours from the following courses:

- CMM 303 - Storytelling (3)
- COM 313 - Performance Studies (3)
- FIA 251 - General Drawing II (3)
- FIA 300 - Topics in Studio Art (1 to 3)
- FIA 490 - Independent Study (1 to 3)
- EDU 304 - Tutoring Young Scholars (1)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 405 - Adv Nonfiction Workshop (3)
- ENG 406 - Advanced Fiction Workshop (3)
- ENG 407 - Advanced Poetry Workshop (3)
- FLM 306 - Short Digital Filmmaking (3)

- FLM 307 - Documentary Filmmaking (3)
  or
- JLM 307 - Documentary Filmmaking (3)

- JLM 276 - Television Story Production (3)
- JLM 336 - Media Programming Strategies (3)
- JLM 363 - Magazine Article Writing (3)
- JLM 372 - Essentials of News Photography (3)
- MUS 230 - Instrumental Ensemble (1)
- MUS 250 - Intermediate Group Instruction: Instrumental (1)
- MUS 260 - String Ensemble (1)
- THE 300 - Select Topics: Theatre (1 to 3)
- THE 315 - Puppetry I (3)

- THE 316 - Puppetry II (3)
- THE 336 - Advanced Acting (3)
- THE 441 - Directing in the Theatre (3)

Theories and Histories of Creativity
Students will select 6 credit hours of creativity based history and theory courses to complement their practical creative courses.

Select 6 hours from the following courses:

- FIA 400 - Studies in Art History (3)
- MUS 325 - History of Contemporary Music - Jazz (3)
- MUS 326 - History of Contemporary Music - Hip Hop (3)
- MUS 327 - World Music (3)
- MUS 328 - History of Contemporary Music- Rock (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 373 - The Novel (3)
- ENG 374 - Forms and Art of Poetry (3)

- ENG 375 - Literature of the Theatre (3)
  or
- THE 375 - Literature of the Theatre (3)

- THE 400 - Advanced Topics in Theatre (3)
- THE 455 - Theatre History I (3)
- THE 456 - Theatre History II (3)
- Any Literature (LIT) course at the 300 or 400 level
- Any Film (FLM) course at the 300 or 400 level, except FLM 306*
  Select one, 3-hour course:
  Select a 300-level or higher course in English (ENG), Fine Arts (FIA), Music (MUS), Film Studies (FLM), or Theatre (THE).
  *FLM 306 can only count towards the Creative Applications requirements.
  30 Credit Hours

30 Credit Hours

Health Communication

This concentration will provide students with an understanding of the many ways that communication plays a role in healthcare. Whether it is the interaction between a physician and a patient discussing treatment options for a serious illness, the unraveling of complicated healthcare insurance rules, or effectively explaining dangerous drug interactions to an elderly patient, healthcare in our society requires professionals who understand the importance of communication.

- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- ANT 415 - Cultures, Health, & Healing (3)
- PHI 385 - Healthcare Ethics (3)

Select one:

- CMM 303 - Storytelling (3)
- COM 403 - Argumentation (3)

Select one:

- COM 411 - Communication Theory (3)
- COM 426 - Theories of Visual Communication (3)
- COM 461 - Rhetorical Theory and Criticism (3)

Select four:

- AGE 101 - Introduction to Aging (3)
- ECN 375 - Health Economics (3)
- POL 207 - Public Health at the Local Government Level (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 354 - Healthcare Topics in Media (3)
- PSY 363 - Health Psychology (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)

30 Credit Hours

Journalism

The journalism concentration provides the core courses necessary for today's digital, broadcast and print journalist. Students will learn the storytelling, reporting and media production skills essential for careers in journalism and study the issues shaping the field. The concentration emphasizes hands-on experience through interactive classes, working with student media organizations and internships with professional media organizations.

- COM 130 - WPNR Practicum (1)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UticaTV Practicum (1)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 365 - Information Design (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- JLM 461 - Multimedia Web Design (3)

Select one:

- JLM 259 - Broadcast News Writing (3)
- COM 368 - Broadcast News and Society (3)

Select one:

- JLM 364 - Editing (3)
- JLM 378 - Television News Field Reporting and Production (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 476 - Producing and Anchoring the News (3)

30 Credit Hours

Public Relations

The public relations concentration prepares students to manage relationships between an organization and its key publics by becoming skilled in communicating across multiple media platforms, research, problem solving, strategic decision making, conflict resolution, speaking and campaign/event planning. Public relations practitioners are highly sought after in a wide range of industries, including business, government, education, sports, health care, and human services.

- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)
- PRL 182 - Public Relations (3)
- PRL 372 - Tools, Tactics, and Channels (3)
- PRL 375 - Research Methods and Metrics (3)
- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)
- PRL 482 - Cases in Public Relations Management (3)

Electives
Students must select six hours of electives from Public Relations and/or Journalism; or MKT 211* (Principles of Marketing) and three hours of electives in Public Relations or Journalism.

30 Credit Hours

Sports Communication

The sports communication concentration is designed for the person who wants to promote sports and emphasizes applying their skills in a sports setting. Students study the complex relationship between sports and the media, how the business of sports works, and how sports reporters craft their stories. Students can also gain experience through internships at professional sports organizations and sports media outlets.

- PRL 182 - Public Relations (3)
- PRL 372 - Tools, Tactics, and Channels (3)
- PRL 375 - Research Methods and Metrics (3)
- PRL 482 - Cases in Public Relations Management (3)
- SCM 285 - Sports and The Media (3)
- SCM 395 - Sports Information and Publicity (3)
- SCM 454 - The Business of Sports (3)

Select one:

- SCM 433 - The Olympics (3)
- SCM 435 - Sports and Television (3)

Select one:

- JLM 241 - Television Sportscast (3)
- JLM 374 - Sportswriting (3)

Select one:

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)

30 Credit Hours

Sports Journalism

The sports journalism concentration focuses on how to cover sports for television, websites and other digital media, magazines, and newspapers. Students learn to write and produce sports stories, study the complex relationship between sports and the media, and learn how the business of sports works. Students also gain handson experience through professional media internships and student media outlets.

- JLM 241 - Television Sportscast (3)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 374 - Sportswriting (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- SCM 285 - Sports and The Media (3)
- SCM 454 - The Business of Sports (3)

Select one:

- SCM 433 - The Olympics (3)
- SCM 435 - Sports and Television (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 461 - Multimedia Web Design (3)

30 Credit Hours

Theatre

Theatre is live storytelling for a physically present audience. We are constantly performing and creating stories in our everyday lives. Learn how to get your messages across more effectively through performance and production. Students who take a concentration in Theatre will learn how to use creative problem solving skills, collaboration and improvisational thinking to benefit them in a variety of ways no matter which career path they choose.

- THE 115 - Introduction to Theatre (3)
- THE 136 - Elements of Acting (3)

- THE 333 - Production in the Theatre (3)
- THE 375 - Literature of the Theatre (3)
- THE 441 - Directing in the Theatre (3)
- COM 470 - Communication - Internship (1 to 6) (3 credits required)

Select one:

- THE 455 - Theatre History I (3)
- THE 456 - Theatre History II (3)

Select one (Literature, History, Theory):

- THE 300 - Select Topics: Theatre (1 to 3) (3 credits required)
- THE 385 - World Drama (3)
- THE 400 - Advanced Topics in Theatre (3)

Select two (Performance and Production):

- THE 315 - Puppetry I (3)
- THE 316 - Puppetry II (3)
- THE 320 - Theatre for Social Justice (3)
- THE 336 - Advanced Acting (3)
- THE 347 - Scenic Painting (3)
- THE 348 - Special Effects (3)

30 Credit Hours

Electives

Students must complete sufficient elective courses to earn at least the minimum number of credit hours required for this degree.

Note:

At least 18 credits of major coursework must be at the 300-level or higher.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	28 Credits
Major Electives	6 Credits
Concentration	30 Credits
College Electives	1-22 Credits

Total Credit Hours Required For Degree	120 Credits

Communication and Media (B.S.)- Hegis Code 0601.00 (Only admitting for dual degree programs. Please see note below)

Please note: The concentrations within the B.S. program have been added to the B.A. program. You can locate the B.A. program here. The B.S. program is no longer accepting students. Students pursuing the dual degree programs with Childhood Education or Special Education will be admitted."

(Bachelor of Science Degree)

The major in Communication and Media is an exciting and effective way to learn about important aspects of the information that we share (communication) and the ways that we share it (media). Students will develop the skills necessary to discover, understand, and report this information, and the knowledge necessary to analyze the power of the various ways that we share it. A common core of courses will be required for all students to provide essential skills in written, oral, and digital communication. These common courses will also help students develop their understanding of historical, legal, cultural, and critical aspects of communication. All students will be required to put their knowledge into practice through senior experiences before they graduate. In addition to this core of required courses, each student will work closely with an advisor to select and complete a concentration in one of these areas:

- Journalism
- Public Relations
- Sports Journalism
- Sports Communication & Public Relations

These concentrations are diverse, as evidenced by traditional liberal arts areas like Communication Arts and career paths like Journalism. The program also brings new areas of study to the major such as Creativity Studies and Communication & Social Justice. Students will also be encouraged to explore areas in the field outside their concentration through major electives.

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

Total credit hours required for degree: 120

Learning Objectives

Successful graduates from this program will be able to:

- Demonstrate that they understand and can apply, both theoretically and practically, the dimensions involved in human and mediated communication,
- Write logically, clearly, and precisely on a professional level,
- Speak logically, clearly, and precisely on a professional level,
- Demonstrate competence in the operation and use of relevant computer and multimedia technology.

Academic Requirements

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.

Major Course Requirements

- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 181 - Intro to Mass Communication (3)
- CMM 188 - Digital Toolkit (3)
- CMM 226 - Introduction to Media Criticism (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- CMM 325 - Intercultural Communication (3)
- CMM 467 - Communication Law (3)

- CMM 450 - Fieldwork in Communication and Media (3)
  or
- CMM 481 - Senior Seminar (3)

28 Credit Hours

Major Electives

Students must take a total of 6 credit hours of electives at the 200-level or above from the following areas: Communication Arts (COM), Film Studies (FLM), Journalism (JLM), Public Relations (PRL) or Theatre (THE). Fieldwork or internships may not be used to fulfill this requirement.

Concentration

Students must declare and complete at least one of the following areas of concentration (*please note that some of the courses in these concentrations have prerequisites that must be fulfilled. In some instances, the prerequisites are satisfied by courses found in the CMM Major Course Requirements or by courses in the Utica University Core):

Journalism

The journalism concentration provides the core courses necessary for today's digital, broadcast and print journalist. Students will learn the storytelling, reporting and media production skills essential for careers in journalism and study

the issues shaping the field. The concentration emphasizes hands-on experience through interactive classes, working with student media organizations and internships with professional media organizations.

- COM 130 - WPNR Practicum (1)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UticaTV Practicum (1)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 365 - Information Design (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- JLM 461 - Multimedia Web Design (3)

Select one:

- JLM 259 - Broadcast News Writing (3)
- COM 368 - Broadcast News and Society (3)

Select one:

- JLM 364 - Editing (3)
- JLM 378 - Television News Field Reporting and Production (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 476 - Producing and Anchoring the News (3)

30 Credit Hours

Public Relations

The public relations concentration prepares students to manage relationships between an organization and its key publics by becoming skilled in communicating across multiple media platforms, research, problem solving, strategic decision making, conflict resolution, speaking and campaign/event planning. Public relations practitioners are highly sought after in a wide range of industries, including business, government, education, sports, health care, and human services.

- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)
- PRL 182 - Public Relations (3)
- PRL 372 - Tools, Tactics, and Channels (3)
- PRL 375 - Research Methods and Metrics (3)
- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)
- PRL 482 - Cases in Public Relations Management (3)

Electives

Students must select six hours of electives from Public Relations and/or Journalism; or MKT 211* (Principles of Marketing) and three hours of electives in Public Relations or Journalism.

30 Credit Hours

Sports Communication & Public Relations

The sports communication and public relations concentration is designed for the person who wants to promote sports and emphasizes applying public relations skills in a sports setting. Students study the complex relationship between sports and the media, how the business of sports works, and how sports reporters craft their stories. Students also gain experience through internships at professional sports organizations and sports media outlets.

- PRL 182 - Public Relations (3)
- SCM 285 - Sports and The Media (3)
- PRL 372 - Tools, Tactics, and Channels (3)
- PRL 375 - Research Methods and Metrics (3)
- SCM 395 - Sports Information and Publicity (3)
- SCM 454 - The Business of Sports (3)
- PRL 482 - Cases in Public Relations Management (3)

Select one:

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)

Select one:

- SCM 433 - The Olympics (3)
- SCM 435 - Sports and Television (3)

Select one:

- JLM 241 - Television Sportscast (3)
- JLM 374 - Sportswriting (3)

30 Credit Hours

Sports Journalism

The sports journalism concentration focuses on how to cover sports for television, websites and other digital media, magazines, and newspapers. Students learn to write and produce sports stories, study the complex relationship between sports and the media, and learn how the business of sports works. Students also gain hands-on experience through professional media internships and student media outlets.

- JLM 241 - Television Sportscast (3)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 276 - Television Story Production (3)
- JLM 362 - Watchdog Reporting (3)
- JLM 374 - Sportswriting (3)

- JLM 401 - Media Ethics in Contemporary Society (3)
- SCM 285 - Sports and The Media (3)
- SCM 454 - The Business of Sports (3)

Select one:

- JLM 363 - Magazine Article Writing (3)
- JLM 461 - Multimedia Web Design (3)

Select one:

- SCM 433 - The Olympics (3)
- SCM 435 - Sports and Television (3)

30 Credit Hours

Electives

Students must complete sufficient elective courses to earn at least the minimum number of credit hours required for this degree.

Note:

At least 18 credits of major coursework must be at the 300-level or higher.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	28 Credits
Major Electives	6 Credits
Concentration	30 Credits
College Electives	1-22 Credits
Total Credit Hours Required For Degree	120 Credits

Computer Science (B.S.) - Hegis Code 0701.00

(Bachelor of Science Degree)

The mission of the Bachelor's of Science degree program in Computer Science is to develop a student's ability to apply the distinctive processes of computer science theory, design, abstraction and implementation in order to solve problems across a wide range of subject areas within the discipline of computer science.

The major in computer science prepares students to design and develop systems in areas of science, industry, civil service, and education; to adapt to the continuous changes in technology, and to create new ones. For those desiring more specialization, the program is a sound preparation for graduate study in computer science.

There are three concentrations that can be taken to meet the major-related requirements of the computer science major.

The Scientific Concentration is intended for the science and technology-oriented student. The mathematical background obtained will prepare the graduate to handle analytical problems and systems requiring a scientific preparation and mathematical sophistication.

The Business Concentration is for the student intending to work primarily in areas applied to business or finances.

The Computer Security Concentration is intended for the student who is interested in pursuing a career that focuses on protecting information within both government and private sectors.

Total credit hours required for degree: 120

Learning Objectives

Students will:

- Apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline;
- Analyze a problem, and identify and define the computing requirements appropriate to its solution;
- Design, implement, and evaluate a computer-based system, process component, or program to meet desired
- needs;
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrate comprehension of the tradeoffs involved in design choices;
- Apply design and development principles in the construction of software systems of varying complexity.

Academic Requirements

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.

Major Course Requirements

- CSC 101 - Computer Science I (0,3)
- CSC 102 - Computer Science II (0,3)
- CSC 201 - Discrete Mathematics (4)
- CSC 301 - Foundations of Computing (3)
- CSC 303 - Computer Organization & Programming (4)
- CSC 316 - Object-Oriented Programming (3)

- CSC 322 - Data Structures and Algorithms (3)
- CSC 323 - Introduction to Networks (3)
- CSC 325 - Programming Languages (3)
- CSC 343 - Database Systems (4)
- CSC 425 - Operating System Concepts (3)
- CSC 433 - Software Engineering (0,3)

39 Credit Hours

Major-Related Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- PHI 108 - Professional Ethics (3)

9 Credit Hours

Concentration

Students must choose one of three concentrations:

Scientific Concentration

- MAT 301 - Calculus III (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

17 Credit Hours

Business Concentration

- MAT 112 - Basic Statistics (3)
  or
- ECN 241 - Statistics (3)

- ACC 201 - Financial Accounting (3)
- ECN 141 - Principles of Macroeconomics (3)
- FIN 333 - Corporate Finance (3)
- MGT 101 - Introduction to Contemporary Business (3)

15 Credit Hours

Computer Security Concentration

- CYB 233 - Information Security (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- CSC 432 - Computer and Network Security (4)

- CYB 355 - Digital Forensics I (3)
  or
- MAT 112 - Basic Statistics (3)
  or
- ECN 241 - Statistics (3)

16 Credit Hours

Electives

The student must compete 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	39 Credits
Major Related Course Requirements	9 Credits
Concentration	15-17 Credits
College Electives	0-23 Credits
Total Credit Hours Required For Degree	120 Credits

Construction Management (B.S.) - Hegis Code 0599.00

(Bachelor of Science Degree)

The curriculum for this major is designed to prepare students for careers centered on the management of construction projects. It includes a balanced focus on technical construction knowledge - like methods and materials, thermal comfort, and building layout - and the managerial, financial, and planning skills necessary for completing construction projects successfully. Also, throughout the curriculum, there are consistent emphases on such broad strengths as excellence in oral and written communication, an understanding of the social and cultural dynamics of the construction industry, and the qualities of ethical business practice and the principles of social responsibility.

Learning Objectives

Graduates from this program will be able to:

- Create written communications appropriate to the construction discipline
- Create oral presentations appropriate to the construction discipline
- Create a construction project safety plan
- Create construction cost estimates
- Create construction project schedules
- Analyze professional decisions based on ethical principles
- Analyze construction documents for planning and management of construction processes
- Analyze methods, materials, and equipment to constructs projects
- Apply construction management skills as a member of a multi-disciplinary team
- Apply electronic-based technology to manage the construction processes
- Apply basic surveying techniques for construction layout and control
- Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process
- Understand construction risk management
- Understand construction accounting and cost control
- Understand construction quality assurance and control
- Understand construction project control processes
- Understand the legal implications of contract, common, and regulatory law to manage a construction project
- Understand the basic principles of sustainable construction
- Understand the basic principles of structural behavior
- Understand the basic principles of mechanical, electrical, and piping systems

Program Operational Goals

- Increase student enrollment
- Maintain program curriculum alignment with the needs of industry
- Facility improvements to maintain state of the art facilities and equipment
- Maintain accreditation by the American Council for Construction Education (ACCE)
- Achieve a graduate employment placement rate of 80% within three (3) months of graduation.
- Sustain a proactive relationship with the administration and admissions.
- Increase industry financial support/participation in the program.
- Become a Construction Management nucleus for the Northeast US

Special Requirements

To be eligible for graduation all students pursuing a B.S. Degree in Construction Management must earn a minimum grade of "C-" in all major and all major-related courses. In the event a student does not achieve the minimum grade of "C-", the course must be repeated until that level of scholarship is achieved.

Academic Requirements

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.

Major Course Requirements

- CMG 103 - Introduction to Construction Management (3)
- CMG 104 - Plan Reading and Quantity Takeoff (3)
- CMG 117 - Construction Graphics and Applications (3)
- CMG 221 - Methods and Materials I (3)
- CMG 222 - Methods and Materials II (3)
- CMG 225 - Documents and Specifications (3)
- CMG 233 - Surveying (3)
- CMG 331 - Estimating I (3)
- CMG 332 - Estimating II (3)
- CMG 336 - Mechanical and Electrical Systems (3)
- CMG 337 - Statics and Strengths of Materials (3)
- CMG 345 - Site Planning and Equipment (3)
- CMG 417 - REVIT for Construction Managers (3)
- CMG 423 - Construction Finance (3)
- CMG 437 - Planning and Scheduling (3)
- CMG 447 - Project Management and Safety (3)
- CMG 475 - Senior Seminar (3)

51 Credit Hours

Note:

Students must complete **CMG 465 - Experiential Learning (0)**. This zero credit course requires students to complete a minimum of 480 contact hours experiential learning under the direction of an industry sponsor as specified in the Construction Management Internship Resource Manual.

Major-Related Course Requirements

- ACC 201 - Financial Accounting (3)
- BUL 301 - The Legal Environment of Business (3)
- CMM 103 - Introduction to Public Speaking (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- GOL 225 - Physical Geology (0,4)
- MAT 124 - Intermediate Algebra (3)
- MGT 201 - Principles of Organization and Management (3)
- MAT 151 - Pre-Calculus (3)
- PHI 108 - Professional Ethics (3)

- PHY 141 - Technical Physics I (0, 4)
- PHY 142 - Technical Physics II (0, 4)

Select one:

- ECN 344 - Labor Problems (3)
- ENV 201 - Introduction to Environmental Issues (3)
- ENG 315 - Professional Writing (3)
- CMM 181 - Intro to Mass Communication (3)

Select one:

- ACC 202 - Managerial Accounting (3)
- CMG 436 - Temporary Structures (3)
- BUL 302 - Law of Business Organizations (3)
- FIN 333 - Corporate Finance (3)
- MGT 375 - Labor Relations and Collective Bargaining (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

45 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 124 required must be in the liberal arts and sciences

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	51 Credits
Major Related Course Requirements	45 Credits
Total Credit Hours Required For Degree	124 Credits

Dietetics and Nutrition (M.S.) Dual Degree Program with B.S. in Dietetics and Nutrition - Hegis Code 1306.00

Nutrition is an interdisciplinary science that requires understanding of food production, consumption and utilization. The mission of the coordinated Dietetics and Nutrition Major (CDNM) is to prepare entry-level registered dietitian nutritionists through a curriculum that provides active and experiential knowledge and skills for the CDR credentialing exam. Our diverse approach emphasizes critical thinking, responsible citizenship, and integrating research into dietetics practice.

Learning Objectives

Students will have proficiency in each of the following areas of after completing this program:

Scientific knowledge of nutrition.

Clinical and customer services.

Practice management.

Proficiency in medical nutrition therapy.

Upon successful completion of the academic portion of the major, students will be eligible to complete the fifth year of the CDNM: the required 1200 hour supervised practice (internship) that will enable them to take the Registered Dietitian Nutritionist national registration exam

Academic Requirements

Core/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.

Major-Related Requirements

- PSY 101 - Introduction to Psychology (3)
- POL 101 - Introduction to Politics and American Government (3)
- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)

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

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

- BIO 211 - General Biology I (0, 4)
  or
- BIO 105 - Fundamentals of Biology (0, 4)

- SOC 151 - Introduction to Sociology (3)

32 Credit Hours

Major Course Requirements

- BIO 205 - Human Nutrition (3)
- BIO 308 - Nutritional Pharmacology (3)
- BIO 231 - Research Methods I (3)
- ANT 367 - Food and Culture (3)
- CHE 263 - Introduction to Organic & Biochemistry (0,4)
- CHE 403 - Chemistry of Cooking (3)
- NTR 101 - Nutrition and You (1)
- NTR 303 - Food Service and Nutrition Service Management and Policy (4)
- NTR 304 - Lifespan Nutrition and Diet Modification (4)
- NTR 306 - Nutrition Care Process and Documentation (4)
- NTR 307 - Counseling in Nutrition (4)
- NTR 324 - Medical Nutrition Therapy and Counseling (4)
- NTR 403 - Nutritional Biochemistry (3)
- NTR 404 - Advanced Medical Nutrition Therapy and Counseling (4)
- NTR 434 - Sustainable Food Systems (1)
- NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)
- NTR 491 - Professional Experience (1-12)
- POL 324 - Public Policy and Nutrition (3)

57 Credit Hours

Major Electives

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

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	63-66 Credits
Major Related Course Requirements	29 Credits
College Electives	0-4 Credits
Total Credit Hours Required For Degree	120-140 Credits

Early Childhood (Birth-Grade 2) Education

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Early Childhood (Birth-Grade 2) Education

Students pursuing the early childhood education program must major in a liberal arts field. At Utica University, the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- PCL 323 - Early Intervention (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 309 - Emergent Literacy: Birth-Grade 2 (3)
- PCL 372 - Play in Development I: Birth - Age 8 (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)
- PSY 321 - Infancy and Childhood (3)

46 Credit Hours

Note:

Students in the early childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are not liberal arts courses. Consult as early as possible with your advisor to be sure that you fulfill this requirement.

Early Childhood/Childhood (Birth to Grade 6) Education Program

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Early Childhood/Childhood (Birth to Grade 6) Education Program

Students pursuing the early childhood/childhood education program must major in a liberal arts field. At Utica University the following liberal arts majors are available: biology, chemistry, communication arts, economics, English, history, international studies, liberal studies, mathematics, philosophy, physics, psychology, psychology-child life, and sociology and anthropology.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)

- EDU 309 - Emergent Literacy: Birth-Grade 2 (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)
- PSY 321 - Infancy and Childhood (3)
- PCL 323 - Early Intervention (3)
- PCL 372 - Play in Development I: Birth - Age 8 (3)
- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

52 Credit Hours

Note:

Students in the childhood education program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your advisor.

Early Childhood/Childhood Education: Psychology Child Life (B.S.) - HEGIS Code 0823.00

The major in Early Childhood and Childhood Education Dual Certification leads to a Bachelor of Science (BS) degree and prepares undergraduate students to work with families and teach children from Birth to Grade 6 in New York State. The major includes a requirement that the teacher candidate complete study that prepares them with the knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a world language other than English; scientific and mathematical processes; and written analysis and expression.

Teacher candidates pursuing the Early Childhood and Childhood Education Dual Certification major must complete a concentration of courses in psychology-child life (PCL) which in combination with coursework on the subjects to be taught and pedagogical coursework, shall ensure that the teacher candidate has the knowledge, skills, and dispositions for supporting students and their families and teaching the New York State Next Generation Learning Standards.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

The Early Childhood and Childhood Education Dual Certification major includes specific admission and retention criteria and policies, including maintaining a minimum 2.75 GPA throughout the entire major. Students must also achieve a grade of C or better in all courses required for teacher certification.

Learning Objectives

Students who complete the major in Early Childhood and Childhood Education Dual Certification (B.S.) will:

- Demonstrate strong knowledge of the subject matter they will teach

- Demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons
- Demonstrate teaching skills that promote student learning
- Teach caringly, effectively, and professionally
- Know how to learn
- Seek to understand multicultural perspectives
- Use technology effectively

Academic Requirements

General Education: 37 credits

See General Education section of this catalog.

Major Course Requirements (46 Credit Hours)

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 218 - Curriculum and Instruction (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 309 - Emergent Literacy: Birth-Grade 2 (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)

Student Teaching (12 credits)

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

Other (1 credit)

- UCC 101 - First Year Seminar (1)
  OR
  COR 123

Concentration (33 credit hours)

- PCL 214 - Developmental Research Methods (3)
- PCL 323 - Early Intervention (3)
- PCL 374 - The Helping Relationship (3)
- PCL 375 - Death, Dying and Bereavement (3)

- PCL 372 - Play in Development I: Birth - Age 8 (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- EDU 314 - Children's Literature (3)
- PSY 101 - Introduction to Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 366 - Individuals with Disabilities (3)

Program Credits

General Education	37 Credit Hours
Major Course Requirements	46 Credit Hours
Concentration Requirements	33 Credit Hours
University Electives	3 Credit Hours
Other (UCC 101/COR 123)	1 Credit Hour
Total Credit Hours Required For BS Degree	120 Credits

Economics (B.A.) - Hegis Code 2204.00

(Bachelor of Arts Degree)

Economics is the science that studies and conducts research in the production, development, distribution, and management of the material wealth of the world economy, nations, business enterprises, households, and individuals, and of the dynamics of economic interactions between individuals and groups.

The major in economics can open a path to employment in government, business, labor, research, or education. There is a demand for those who are broadly trained in the liberal arts without sacrificing the firm foundation of depth in analytical thinking. This program also provides the basis for graduate work in economics and law, or for training for high executive positions. It can increase one's understanding of economic and political problems in the national and world economy. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Learning Objectives

Graduates from this program will be able to:

- Solve economic problems using analytical and critical thinking skills;
- Employ oral communication skills to influence a professional audience;
- Demonstrate proficiency in written communications across multiple platforms and purposes;
- Consume and produce quantitative and qualitative information in order to facilitate business and/or economic decision making;
- Recognize the importance of the global economic and business environment;
- Identify and interpret legal and ethical issues in the global business environment;
- Apply microeconomic principles to evaluate markets in allocating resources;

- Explain how the macroeconomy functions and identify the government's role in affecting unemployment, inflation, and growth;
- Complete an integrative research project that embeds required tools and skills.

Academic Requirements

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.

Major Course Requirements

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

- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)
- ECN 332 - Managerial Economics (3)
- ECN 341 - Intermediate Macroeconomic Theory (3)
- ECN 343 - Money and Banking (3)
- ECN 448 - Business and Econ Forecasting (3)
- ECN 474 - Economics Research Proposal (1)
- ECN 475 - Research Project in Economics (3)
- Economics electives (9-15)

34 - 40 Credit Hours

Major-Related Course Requirements

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- Electives from Social Sciences (9)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
  or
- MAT 201 - Calculus I (3)

18-21 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	34-40 Credits
Major Course Related Requirements	18-21 Credits
College Electives	4-34 Credits
Total Credit Hours Required For Degree	120 Credits

English (B.A.) - Hegis Code 1501.00

(Bachelor of Arts Degree)

English majors study the great heritage of the English-speaking peoples in a comprehensive and varied program that includes literature, the history and structure of the English language, and various aspects of writing. Students develop an understanding of the relationship between English and the diverse cultural traditions around the world through the study of ancient and modern foreign literature in translation. They gain cultural understanding, communication skills, and experience in scholarship, and are therefore prepared to teach, do graduate work, or enter any occupation that requires critical thinking, good writing, and a broad perspective.

Detailed advising guides (available from any member of the department faculty or in the School of Arts and Sciences Office) help students select from the options in the major requirements to prepare themselves for careers in business, civil service, law, or publishing, for graduate work in English language, English as a second language, literature, or writing.

Students planning to be certified in K-12 teaching will take elective courses that will strengthen their expertise in their content area of specialization. Prospective childhood education teachers will be advised to take ENG 303 when possible.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the English Major should be able to:

- Write about texts using MLA conventions;
- Demonstrate an understanding of literature in its time and culture;
- Articulate ideas about texts with the use of close readings;
- Recognize authorial choices when writing texts;
- Demonstrate an understanding of the phonological, morphological, and syntactic patterns of the English language.

Academic Requirements

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.

Major Course Requirements

Figures in Literature

- ENG 111 - Methods in Literary Studies (3)
- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 246 - Major Figures in English Literature: Since the 18th Century (3)

- ENG 295 - American Literature to 1865 (3)
  or
- ENG 296 - American writers from 1865 to the present (3)

- ENG 367 - Shakespearean Drama (3)

15 Credit Hours

English Language Requirement: 3 credits total

- ENG 311 - Modern English Grammar (3)
- ENG 318 - Introduction to Linguistics (3)
- ENG 408 - History of the English Language (3)

Writing Requirement: 3 credits total

- ENG 304 - Writing with Purpose (3)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 315 - Professional Writing (3)

Major-Related Course Requirements

- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)

- Literature Elective at 300 or 400 level (3)

9 Credit Hours

Upper Level Electives

Must complete 15 credit hours of upper level English or Literature courses. Must include two additional American Literature courses, only 3 credits of which may be at 200 level (ENG 295, ENG 296, ENG 306, ENG 385, ENG 392, ENG 395, ENG 396, ENG 397, or ENG 467). Must include one British Literature course (ENG 305, ENG 335, ENG 336, ENG 345, ENG 355, ENG 356, ENG 357, ENG 466, ENG 468).

15 Credit Hours

Note:

Students enrolled in the program in education must obtain a favorable recommendation from the English Department faculty prior to being approved for student teaching placements in addition to meeting any separate requirements established by the Education Department. Those students most likely to receive a favorable departmental recommendation will have maintained an overall GPA of 3.0 (4.0 scale) in required major and major-related courses. Detailed guidelines outlining recommendation standards are available in the School of Arts and Sciences office.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	15 Credits
Major Related Course Requirements	15 Credits
Major Electives	15 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

Exercise & Wellness Studies (B.S.) - Hegis Code 1299.30

The Exercise & Wellness Studies program within the Physical Education, Exercise & Wellness Studies (PXW) department prepares students for careers in the exercise science or health & wellness fields.

Students in the "Exercise Science (concentration) work in the health and fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in university, corporate, commercial or community settings where their clients participate in health promotion and fitness-related activities. As an integral part of the health and wellness team, Exercise Science Professionals can work with Personal Fitness Trainers and Exercise Physiologists in a number of different settings,

such as corporate, clinical, community, and commercial fitness and wellness centers (entrepreneurship). Exercise Science Professionals work with the apparently healthy population and clients with controlled disease, leading and demonstrating these clients in safe and effective methods of exercise. The Exercise Science Professional can also assess risk factors and identify (not diagnosed) the health status of clients."1

Students in the Health & Wellness concentration prepare for careers as health/wellness professionals in private business and industry, community organizations, and health care settings working with groups and individuals.

Students in both concentrations are taught using a range of methods by which health promotion can be achieved. The program utilizes adventure programming (structured learning exercises characterized by perceived or real risk or challenge) and experiential education principles as the foundation for its curriculum.

To graduate, a cumulative GPA of 2.0 is required.

Each student's academic file will be reviewed every semester. Students who do not meet the retention criteria including, but not limited to, grade, ethics, or fieldwork/internship site requirements for two consecutive semesters 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. Students may appeal the decision to the Academic Standards Committee.

During fieldwork or internships, students are required to follow site policies and procedures including those related to physical examinations and immunizations. Malpractice insurance is required for internships.

Students wishing to teach K-12 physical education or health education should select the B.S. Physical Education and Health Education degree.

Program Learning Objectives

PXW Major Learning Objectives

- Demonstrate the ability to communicate effectively in both oral and written formats.
- Understand the needs of diverse students, clients, families, and/or colleagues.
- Develop leadership skills necessary to be an effective teaching/health & wellness professional.
- Engage in professional development and/or professional organizations.

Health & Wellness Concentration Learning Objectives:

- Apply concepts and theories of health and wellness to promote healthy lifestyles.
- Recognize the importance of interprofessional collaboration in the delivery of safe, high quality care within the field.

Exercise Science Concentration Learning Objectives:

- Demonstrate the ability to assess a person's health status and risk factors, conduct fitness testing, and prescribe and administer exercise programs.
- Recognize the importance of interprofessional collaboration in the delivery of safe, high quality care within the field.

Academic Requirements

(+ Requires a "C" minimum grade for undergraduate program progression)

(May also be used to satisfy Utica University Core requirements)*

Core/General Education Requirements

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.

Major Course Requirements

- PXW 105 - Outdoor Sports (2) +
- PXW 143 - Adventure Programing and Basic Group Facilitation (3) +
- PXW 244 - Technical Skills for Adventure Programing (3) +
- PXW 248 - Injury Care and Prevention (3) +
- PXW 348 - Adventure Programming for Social Emotional Learning (3) +

14 Credit Hours

Major Related Course Requirements

- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

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

- HLS 381 - Kinesiology (0,3)
- MAT 112 - Basic Statistics (3) *

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

- PSY 101 - Introduction to Psychology (3) *

- SOC 312 - Social Science Research Methods (3) *
  or
- HLS 445 - Clinical Research (3)

21 Credit Hours

Exercise Science Concentration Requirements

- BIO 101 - Anatomy & Physiology I (0, 4) *+
- BIO 102 - Anatomy & Physiology II (0, 4) *+
- BIO 205 - Human Nutrition (3) +
- CHE 211 - General Chemistry I (0,4) *+
- PHY 151 - General Physics I (0, 4) *+
- PXW 243 - Foundations of Exercise Science (3) +
- PXW 313 - Biomechanics (3) +
- PXW 353 - Exercise Physiology (3)
- PXW 356 - Principles of Strength and Conditioning (3) +
- PXW 467 - Exercise Testing and Prescription (3) +
- PXW 480 - Exercise Science Internship (12) +

46 Credit Hours

Exercise Science Electives

Must choose five (5) elective credit hours. May not exceed four (4) credit hours of PED electives.

- PXW 103 - Rhythm and Dance (2)
- PXW 106 - Target Sports (2)
- PXW 107 - Net & Racquet Sports (2)
- PXW 108 - Team Sports (2)

Physical Education (PED) - Programming Elective (0-4) (to include only the following)

- PED 107 - Physical Training (0, 1)
- PED 115 - Fitness (0, 1)
- PED 120 - Aerobics (0, 1)
- PED 140 - Advanced Fitness (0, 1)
- PED 145 - Weight Training (0, 1)
- PED 170 - Self-Defense (0, 1)
- PED 175 - Cardio Kickboxing/TB (0, 1)
- PED 190 - Weight Training (1)
- PED 195 - Yoga (0, 1)
- PED 203 - Aerobic Dance (0, 1)
- PED 215 - Jazz Dance (1)
- PED 220 - Martial Arts - Aikido (0, 1)

- MGT 379 - Foundations of Entrepreneurship (3)
- PXW 213 - Principles, Philosophy, and Organization of Athletics in Education (3)
- PXW 223 - Health Sciences Applied to Coaching (3)
- PXW 233 - Theory and Techniques of Coaching (2)
- PXW 470 - Exercise Science Internship Preparation (1)
- CHE 212 - General Chemistry II (0,4) *
- PHY 152 - General Physics II (0, 4) *

5 Credit Hours

Health & Wellness Concentration Requirements

- BIO 105 - Fundamentals of Biology (0, 4) *+
- HLS 309 - Medical Conditions and Implications (3) +
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3) +
- BIO 214 - Biology of Aging (3) +
- PXW 354 - Workplace Health Promotion (3) +
- PXW 357 - Health and Wellness for Special Populations (3) +
- PXW 454 - Organization and Administration of Wellness Programs (3) +
- PXW 490 - Independent Study (1-12) + *(must take for 3 credits)*

25 Credit Hours

Health & Wellness Electives

Choose 26 credit hours from any of the areas of study listed below.

Health

- HLS 203 - American Sign Language I (3)
- HLS 204 - American Sign Language II (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 411 - Principles of Healthcare Reimbursement (3)

Wellness

- PXW 355 - Health/Fitness Trainer Methods (3)
- SOC 151 - Introduction to Sociology (3)
- ANT 415 - Cultures, Health, & Healing (3)
- MGT 379 - Foundations of Entrepreneurship (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 337 - Care of the Human Spirit (3)
- IPE 102 - Introduction to Interprofessional Education (1)

Adventure Education

- PXW 345 - Advanced Facilitation Skills (3)
- PXW 346 - Adventure in Business (1)

- PXW 347 - Adventure Curriculum in Physical Education, Health & Fitness (3)
- PXW 349 - Advanced Skills and Rescues (3)
  Coaching
- PXW 213 - Principles, Philosophy, and Organization of Athletics in Education (3)
- PXW 223 - Health Sciences Applied to Coaching (3)
- PXW 233 - Theory and Techniques of Coaching (2)

26 Credit Hours

Program Credits

Core/General Education	34 Credits
Major Course Requirements	14 Credits
Major Related Course Requirements	21 Credits
Exercise Science Concentration	46 Credits
Exercise Science Electives	5 Credits
Health and Wellness Concentration	25 Credits
Health and Wellness Electives	26 Credits
Total Credit Hours Required For Degree	120 Credits

Finance (B.S.)- Hegis Code 0517.00

(Bachelor of Science Degree)

The finance major provides students with the ability to apply the general concepts of economics and finance to help solve management problems. Firms are becoming increasingly aware of the contribution that economics and finance can make in day-to-day decisions. The major is centered on a thorough understanding of economics and finance and is supplemented by courses in accounting, business law, marketing, and management.

In addition to providing an especially strong foundation for employment in business, the finance major is also a good basis for graduate work in business, economics, and law. The finance major can also help prepare students for high school certification in the areas of management and/or economics. Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

What You'll Learn

The Utica University finance major begins with the Business Core, providing students with a solid foundation in the functional areas of business, including accounting, economics and marketing. Courses comprising the finance major teach students the skills necessary to apply advanced financial concepts to corporate and personal investment decisions.

As part of the program requirement, you will gain hands-on investment experience from the first year by taking FIN 105 - Investment Practicum. In this class, you are required to make stock investment decisions using real money funded by the University.

In addition to a contemporary and compelling curriculum, students also have many opportunities to learn outside of the classroom. Students can join the Investment Club and help manage a portfolio worth over $200,000. They can meet regional and national business leaders by participating in our Executive Lecture Series or by participating in sponsored travel to New York City and academic conferences.

Learning Objectives

1. Calculate the value of a business or other asset using the time value of money.
2. Apply the principles of capital budgeting to business decisions.
3. Recommend appropriate investments using the principles of portfolio theory.

Academic Requirements

Core/General Education: 34 - 55 Credit Hours

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Business Requirements

(Some of the following may be used to satisfy Core/General Education 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 103 - Survival Skills for Personal Finance (1)
- FIN 333 - Corporate Finance (3)

- MAT 143 - Mathematical Analysis for Business & Economics I (3)
  or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)

- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 428 - Strategic Management and Leadership (3)
- MKT 211 - Principles of Marketing (3)

43 Credit Hours

Finance Core (19-21) Credits

- FIN 105 - Investment Practicum (1) - may be repeated for up to 3 credits total.

- ECN 332 - Managerial Economics (3)
  or
- ECN 341 - Intermediate Macroeconomic Theory (3)

- ECN 343 - Money and Banking (3)
  OR
- FIN 343 - Money and Banking (3)

- ECN 448 - Business and Econ Forecasting (3)
- FIN 351 - Financial Management (3)
- FIN 352 - Investments (3)
- FIN 470 - Finance Internship (1 to 12) (3 credits required)
  OR
- Elective at the 300 level or higher in ACC, FIN, ECN, MGT, or RMI (3 credits).

Elective Courses (9 credits)

- One Elective at the 300 level or above from ECN or FIN (3 credits)
- One Elective at the 300 level or above from ACC, ECN, FIN, CMG, or an appropriate course with permission of program director (3 credits)
- One Elective from ACC, ECN, FIN, CMG, or an appropriate course with permission of program director (3 credits)

Specializations

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

- Investment
- Real Estate Finance

Investment

This specialization provides students with knowledge of investment in equity, fixed income, and other financial assets. Students will be prepared to conduct security analysis and form security strategies, and are also expected to gain hands-on investment experience by running the Utica University Investment Club's investment portfolios.

- ACC 301 - Intermediate Accounting I (3)

- ECN 364 - Real Estate Economics & Finance (3)
  or
- FIN 364 - Real Estate Economics & Finance (3)

- ACC 407 - Financial Statement Analysis (3)
  or
- FIN 407 - Financial Statement Analysis (3)

Real Estate Finance

This interdisciplinary specialization is designed for students who are interested in becoming real estate investment professionals. Besides taking classes in economics, finance, and accounting to value and assess the risks inherent in real estate investment, you will take selected classes through the construction management program to understand the process and analyze real estate development opportunities.

- CMG 104 - Plan Reading and Quantity Takeoff (3)
  or
- CMG 117 - Construction Graphics and Applications (3)
  or
- CMG 225 - Documents and Specifications (3)
  or
- CMG 233 - Surveying (3)

- CMG 423 - Construction Finance (3)

- ECN 364 - Real Estate Economics & Finance (3)
  or
- FIN 364 - Real Estate Economics & Finance (3)

Program Credits

Core/General Education	34-55 Credits
Business Requirements	43 Credits
Finance Core	19-21 Credits
Electives	9 credits

College Electives	0-15 Credits
Total Credit Hours Required For Degree	120 Credits

French (B.A.) - Hegis Code 1102.00 (No longer admitting students - being taught out)

The focus of this major is to master French and learn to apply it to an occupation, a field of study, or other life interests. Students will develop an understanding of the grammar and literature of the French language and the cultures of the people who speak French. The Senior Research Project will combine French with background knowledge from courses in a Major Related Sequence (such as Education, Sociology or Human Rights Advocacy). This major is designed to meet the needs of those students intending to interact with a French-speaking population, be it in business and management, education, social services, journalism, law, travel and tourism, or other fields that require French.

Total credit hours required for degree: 120 credit hours

Program Learning Goals

Students who complete the BA in French will:

- Demonstrate linguistic abilities in understanding, speaking, reading, and writing in French.
- Recognize and explain different cultural beliefs and practices of the people who speak French

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

At least 30 credits beyond the 202-level must be taken in French. Prior competency in French must be demonstrated before students are enrolled in courses beyond French 202. It is strongly recommended that at least 12 of the 300- and 400-level credits be taken abroad in a program approved by the language faculty in conjunction with the Director of International Programs. Students should begin working early with their advisors and with the Office of International Programs to plan for the overseas experience, including the likelihood of additional expense associated with travel.

Required Courses

- FRE 101 - Beginning French I (3) *
- FRE 102 - Beginning French II (3) *
- FRE 201 - Intermediate French I (3) *
- FRE 202 - Intermediate French II (3) *

Senior Project

- FRE 490 - Independent Study (3 to 6)
  (6 credits required)

Culture/ Civilization

One of the following:

- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 347 - French Civilization and Culture (3)

Conversation

One of the following:

- FRE 237 - French Conversation and Grammar Review (3)
- FRE 327 - Spoken French (3)

Literature

One of the following:

- FRE 288 - Introduction to French Literature (3)
- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 388 - Masterpieces of French Literature (3)

Advanced Grammar and Composition

- FRE 337 - Advanced French Composition and Grammar Review (3)

Electives

4 courses at the 300/ 400 level (1 course may be in translation). Examples:

- FRE 300 - Topics in French and Francophone Cultures and Literatures (3) **
- FRE 311 - French Film (3)
- FRE 327 - Spoken French (3)
- FRE 388 - Masterpieces of French Literature (3)

42 Credit Hours

Major Related Courses

Students must complete either Track A or Track B.

Track A: Theoretical Aspects of Cultural Sensitivity

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)
  or
- SOC 252 - Race and Ethnicity (3)

- CMM 325 - Intercultural Communication (3)
  or
- COM 341 - Organizational Communication (3)

6 Credit Hours

Track B: Experiential Track

Students may fulfill the cultural sensitivity requirements by passing the 101/102 sections of a language other than French. Students must have no prior experience with this language.

- Secondary Foreign Language 101 (3)
- Secondary Language 102 (3)

In consultation with the student's advisor, the requirement can be satisfied with:

- ARB 101 - Beginning Arabic I (3)
  or
- ARB 102 - Beginning Arabic II (3)

- CHI 101 - Beginning Chinese I (3)
  or
- CHI 102 - Beginning Chinese II (3)

- GER 101 - Beginning German I (3)
  or
- GER 102 - Beginning German II (3)

- ITA 101 - Beginning Italian I (3)
  or
- ITA 102 - Beginning Italian II (3)

- JPN 101 - Beginning Japanese I (3)
  or
- JPN 102 - Beginning Japanese II (3)

- LAT 101 - Beginning Latin I (3)
  or

- LAT 102 - Beginning Latin II (3)

- SPA 101 - Beginning Spanish I (3)
  or
- SPA 102 - Beginning Spanish II (3)

6 Credit Hours

Major Related Sequence

A sequence of courses in another field or combination of fields, as guided by the advisor, designed to complement the major courses. Content from the major related sequence will be integrated into the Senior Research Project (15-21)

Notes:

* It is anticipated that most incoming French Majors will already have completed the equivalent of FRE 101 - Beginning French I (3) and FRE 102 - Beginning French II (3), and possibly FRE 201 - Intermediate French I (3) and FRE 202 - Intermediate French II (3).

**May be repeated once for credit, provided topics are not the same.

Program Credits

Core	34-55 Credits
Major Course Requirements	42 Credits
Major Related Course Requirements	6 Credits
Major Related Sequence	15-21 Credits
College Electives	0-23 Credits
Total Credit Hours Required For Degree	120 Credits

Geoscience (B.A.) - Hegis Code 1917.00 (No longer admitting students - being taught out)

(Bachelor of Arts degree)

The mission of the Department of Geology is to provide knowledge and understanding of the earth and its hazards and resources as well as an understanding of the interactions of the earth with other natural environments and with society to students in Geoscience, the other natural sciences, liberal arts, and pre-professional programs who choose such courses as part of their majors, minors and general education electives.

Geoscience is a broad, interdisciplinary field comprising geology as well as aspects of ocean science, atmospheric science, planetary science, and environmental science. Utica University offers both B.S. and B.A. degrees in Geoscience. Those interested in a program in earth and environmental science designed to provide substantial breadth in science preparation by also including coursework in biology, environmental issues, and astronomy may elect to pursue the B.A. Each degree is also appropriate for teaching secondary earth science. Students interested in teaching should see also the Programs in Education.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the BA degree will:

- Explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence;
- Explain and provide illustrative examples of how earth processes and materials impact human society and how activities of human society impact the earth and environment; describe and explain in detail several examples of each with emphasis on interactions with the broader environment in addition to the geology;
- Explain the limitations of several different methods used to perform historical science, and justify how and why multiple approaches are used simultaneously;
- Explain how modern-day processes can be used to reconstruct the processes and events of Earths' deep past and its evolution over periods of time.

Academic Requirements

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.

Major Course Requirements: 29 Credit Hours

Foundations of Geoscience:

- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4) *
- GOL 226 - Historical Geology (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 410 - Geoscience Seminar and Current Topics (1) (must take twice)

One of the following:

- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 333 - Weather and Climate (0,4)

Major Related Course Requirements: 11 Credit Hours

- CHE 211 - General Chemistry I (0,4)
- MAT 112 - Basic Statistics (3)

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

40 Credit Hours

Additional Course Requirements

B.A. in Geoscience: 11 Credit Hours

- BIO 211 - General Biology I (0, 4)
- ENV 201 - Introduction to Environmental Issues (3)
- PHY 116 - Astronomy: A Study of the Universe (0, 4)

Note:

*Some students may develop an interest in geoscience while taking GOL 105 for Core. In such instances, students may substitute GOL 105 for GOL 225 by also successfully completing GOL 225 Lab while registered for 1 credit of GOL 390.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	22 Credits
College Electives	14-35 Credits
Total Credit Hours Required for Degree	120 Credits

Geoscience (B.S.) - Hegis Code 1917.00 (No longer admitting students - being taught out)

(Bachelor of Science Degree)

The mission of the Department of Geology is to provide knowledge and understanding of the earth and its hazards and resources as well as an understanding of the interactions of the earth with other natural environments and with society to students in Geoscience, the other natural sciences, liberal arts, and pre-professional programs who choose such courses as part of their majors, minors and general education electives.

Utica University offers both B.S. and B.A. degrees in Geoscience. The B.S. affords greater depth in geoscience and the other physical sciences and is designed to prepare students to work in applied earth and environmental science or pursue graduate studies in geoscience or related disciplines. Students interested in teaching should see also the Programs in Education.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the BS degree will:

- Explain the fundamentals of the Theory of Plate Tectonics, including its causes and its effects, and the evidence that supports its occurrence;
- Describe aspects of Plate Tectonic Theory about which there is uncertainty and/or disagreement;
- Explain and provide illustrative examples of how earth processes and materials impact human society and how activities of human society impact the earth and environment; describe and explain in detail several examples of each with emphasis on interactions with the geology in addition to the broader environment;
- Explain the limitations of several different methods used to perform historical science, and justify how and why multiple approaches are used simultaneously;
- Explain how modern-day processes can be used to reconstruct the processes and events of Earths' deep past and its evolution over periods of time

Academic Requirements

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.

Major Course Requirements: 29 Credit Hours

Foundations of Geoscience:

- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4) *
- GOL 226 - Historical Geology (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)

- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 410 - Geoscience Seminar and Current Topics (1) (must take twice)

One of the following:

- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 333 - Weather and Climate (0,4)

Major Related Course Requirements: 11 Credit Hours

- CHE 211 - General Chemistry I (0,4)
- MAT 112 - Basic Statistics (3)

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

40 Credit Hours

Additional Course Requirements

B.S. in Geoscience: 27-29 Credit Hours

- CHE 212 - General Chemistry II (0,4)
- GOL 326 - Petrology: Rocks and Environments (0,4)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

- PHY 152 - General Physics II (0, 4)
  or
- PHY 262 - Physics II (0, 4) **

- Electives in CHE, ENV, GOL, MAT, or PHY at or above 300-level (6-8)

Capstone Experience in Geoscience - select one of the following:

- GOL 450 - Research in Geoscience (1 to 6) (3 credits required)
- GOL 460 - Field Experience in Geoscience (3 to 6) (3 credits required)
- GOL 470 - Geoscience - Internship (0 to 12) (3 credits required)

Note:

*Some students may develop an interest in geoscience while taking GOL 105 for Core. In such instances, students may substitute GOL 105 for GOL 225 by also successfully completing GOL 225 Lab while registered for 1 credit of GOL 390.

**For students interested in continuing on to graduate studies in earth and environmental science, the calculus based physics courses PHY 261 and PHY 262 are highly recommended. These require MAT 201 - Calculus I (3) and MAT 202 - Calculus II (3).

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	29 Credits
Major Related Course Requirements	38-40 Credits
College Electives	0-19 Credits
Total Credit Hours Required For Degree	120 Credits

Grades 7 - 9 Extension to Childhood Education

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Grades 7 - 9 Extension to Childhood Education

Students seeking an extension to authorize the teaching of a subject in grades 7 through 9 for certificates in childhood education (Grade 1 - 6) must complete the appropriate major and must take the following courses in conjunction with the childhood education program.

- Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and POL 101 - Introduction to Politics and American Government (3) or the equivalent, and a minimum of 21 credit hours in history.

Required Courses

- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
  or
- EDU 334 - Adolescent Social Studies Methods (3)
  or
- EDU 335 - Adolescent Mathematics Methods (3)
  or
- EDU 337 - Adolescent Science Methods (3)

- PSY 322 - Adolescence (3)

12 Credit Hours

Health Education & Physical Education (B.S.) - Hegis Code 0835.01

The Health Education & Physical Education program within the Physical Education, Exercise & Wellness Studies (PXW) department prepares candidates seeking the New York State certification to teach physical education (PE) and health education (HE) and coach interschool athletics.

Students are taught using a range of methods by which physical and health literacy can be achieved. In particular, the program utilizes adventure education (structured learning exercises characterized by perceived or real risk or challenge)

and experiential education principles as the foundation for its curriculum. Please note that this program requires moderate physical activity including running, jumping, climbing, and tumbling.

Student teaching in physical education or health education is not part of this curriculum. Successful completion of this program does not result in teacher certification eligibility. Students must complete the M.S. Health & Physical Education Teacher Prep program to be eligible for teacher certification.

To be in good standing with the Office of Teacher Preparation (OTP), students must maintain a 2.75 GPA in years 1, 2, and 3. Students must maintain a 3.0 in year 4. Students will be admitted to M.S. Health & Physical Education Teacher Prep program (where they will complete their pedagogical coursework and student teaching required for teacher certification) if they meet retention and completion criteria and have a 3.0 cumulative GPA upon graduation.

Each student's academic file will be reviewed every semester. Students who do not meet the retention criteria including, but not limited to, grades, ethics, or fieldwork/internship site requirements for two consecutive semesters 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. Students may appeal the decision to the Academic Standards Committee.

During fieldwork or internships, students are required to follow site policies and procedures including those related to physical examinations and immunizations.

Program Learning Objectives

PXW Major Learning Objectives

- Demonstrate the ability to communicate effectively in both oral and written formats.
- Understand the needs of diverse students, clients, families, and/or colleagues.
- Develop leadership skills necessary to be an effective teaching/health & wellness professional.
- Engage in professional development and/or professional organizations.

Health Education & Physical Education Learning Objectives:

- Plan and implement developmentally appropriate, inclusive, lessons and student learning activities which promote physical, intellectual, emotional, and social well-being.
- Create, apply, and analyze assessment of student learning; using results and self-reflection to shape instructional practices.

Academic Requirements

(+ Requires a "C" minimum grade for undergraduate program progression)

(May also be used to satisfy U*tica *University Core requirements)*

Core/General Education Requirements

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

- MAT 107 - Excursions in Mathematics (3) +
  or
- MAT 124 - Intermediate Algebra (3) +

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

- CMM 101 - Interpersonal Communication (3)
  or
- CMM 103 - Introduction to Public Speaking (3)
  or
- THE 136 - Elements of Acting (3)

- ARB 101 - Beginning Arabic I (3) +
  and
- ARB 102 - Beginning Arabic II (3) +
  or
- CHI 101 - Beginning Chinese I (3) +
  and
- CHI 102 - Beginning Chinese II (3) +
  or
- FRE 101 - Beginning French I (3) +
  and
- FRE 102 - Beginning French II (3) +
  or
- GER 101 - Beginning German I (3) +
  and
- GER 102 - Beginning German II (3) +
  or
- ITA 101 - Beginning Italian I (3) +
  and
- ITA 102 - Beginning Italian II (3) +
  or
- JPN 101 - Beginning Japanese I (3) +
  and
- JPN 102 - Beginning Japanese II (3) +
  or
- LAT 101 - Beginning Latin I (3) +
  and
- LAT 102 - Beginning Latin II (3) +
  or
- RUS 101 - Beginning Russian I (3) +
  and
- RUS 102 - Beginning Russian II (3) +
  or

- SPA 101 - Beginning Spanish I (3) +
  and
- SPA 102 - Beginning Spanish II (3) +

- CSC 117 - Microcomputers and Application Software (3)
- ENG 135 - Introduction to Literature (3)

- FIA 115 - Introduction to Art (3) +
  or
- FIA 245 - Early Art History: Ancient Through Medieval (3) +
  or
- FIA 246 - History of Art II (3) +
  or
- MUS 115 - Introduction to Music (3) +
  or
- MUS 245 - History of Music I (3) +
  or
- MUS 246 - History of Music II (3) +
  or
- THE 115 - Introduction to Theatre (3) +

- ANT 251 - Native American Culture and History (3) +
  or
- HIS 126 - America 1500-1877 (3) +
  or
- HIS 127 - America 1877- to the Present (3) +
  or
- HIS 135 - Introduction to The African Diasporic Experience (3) +
  or
- HIS 145 - The Pacific World (3) +
  or
- HIS 165 - Europe and the World (3) +

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

- UCC 101 - First Year Seminar (1)

34 Credit Hours

Major Course Requirements

- PXW 105 - Outdoor Sports (2) +
- PXW 143 - Adventure Programing and Basic Group Facilitation (3) +
- PXW 244 - Technical Skills for Adventure Programing (3) +
- PXW 248 - Injury Care and Prevention (3) +
- PXW 348 - Adventure Programming for Social Emotional Learning (3) +

14 Credit Hours

Major Related Course Requirements

- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3) +

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

- HLS 381 - Kinesiology (0,3) +
- MAT 112 - Basic Statistics (3) *+

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

- PSY 101 - Introduction to Psychology (3) *

- SOC 312 - Social Science Research Methods (3) *
  or
- HLS 445 - Clinical Research (3)

21 Credit Hours

Physical Education and Health Education Teacher Education (PETE/HETE) Requirements

- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 205 - Human Nutrition (3) +

- BIO 112 - Human Sexuality (3) +

or

- PSY 207 - Human Sexuality (3) +

- CHE 211 - General Chemistry I (0,4) +
- EDU 111 - Introduction to Teaching (1) +

- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3) +
  or
- ANT 415 - Cultures, Health, & Healing (3) +

- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3) +
  or
- HLS 309 - Medical Conditions and Implications (3) +

- PED 125 - Aquatics (0, 1) +
- PXW 103 - Rhythm and Dance (2) +
- PXW 106 - Target Sports (2) +
- PXW 107 - Net & Racquet Sports (2) +
- PXW 108 - Team Sports (2) +
- PXW 211 - Foundations of Teaching Physical Education and Health Education (1) +
- PXW 213 - Principles, Philosophy, and Organization of Athletics in Education (3) +
- PXW 223 - Health Sciences Applied to Coaching (3) +
- PXW 233 - Theory and Techniques of Coaching (2) +
- PXW 307 - Community and Consumer Health (3) +
- PXW 333 - Adapted Physical Education and Fitness (3) +
- PXW 363 - Elementary Physical Education Methods (3) +
- PXW 365 - Secondary Physical Education and Health Education Methods (3) +
- PXW 413 - Motor Development (3) +

Optional Non-credit Bearing or Credit Bearing Workshop/Class

- PED 210 - Lifeguard Training (0, 1)

58 Credit Hours

Program Credits

Core/General Education	34 Credits
Major Course Requirements	14 Credits
Major Related Course Requirements	21 Credits
PETE/HETE Requirements	58 Credits

Total Program Credits 127 Credits

Health Education and Physical Education, Dual Degree with BS in Wellness and Adventure Education (B.S.-M.S.) - Hegis Code 0835.01, BS Wellness and Adventure Education - Hegis Code 1201.00

This is a program of study for candidates seeking theNew York State certification to teach health educationand physical education, to coach, or to seekemployment in adventure education, sports, as well ascommunity health and wellness careers. Students willbe taught a range of methods by which healthpromotion can be achieved. In particular, this programemphasizes adventure education which involvesstructured learning exercises characterized byperceived risk or challenge (including low and highropes courses) and reflection. Please note that theTeacher Education track requires moderate physicalactivity including running, jumping, climbing, andtumbling. This program is offered at the undergraduateand graduate levels. Students will be admitted into thedual degree program as first year students and mustmaintain a minimum GPA of 2.75 in their first twoyears and have a GPA of 3.0 at the end of their JuniorYear. A minimum GPA of 3.0 is required in years 4 and 5.

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.

Major Course Requirements

- WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)
- WAE 105 - Outdoor Sports (2)
- WAE 143 - Adventure Programing and Basic Group Facilitation (3)
- WAE 206 - Physical Health and Wellness (3)
- WAE 233 - Fundamentals of Coaching (2)
- WAE 243 - Foundations of Exercise Science (3)
- WAE 244 - Technical Skills for Adventure Programing (3)
- WAE 248 - Injury Care and Prevention (3)
- WAE 307 - Community and Consumer Health (3)
- WAE 313 - Biomechanics (3)
- WAE 348 - Adventure Programming for Social Emotional Learning (3)

31 Credit Hours

Major Related Course Requirements

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

- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)

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

- PSY 101 - Introduction to Psychology (3)

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

- SOC 312 - Social Science Research Methods (3)
  or
- HLS 445 - Clinical Research (3)

36 Credit Hours

Teacher Education Concentration

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)
- EDU 312 - Practical Teaching Methodologies (3)

- BIO 112 - Human Sexuality (3)
  or
- PSY 207 - Human Sexuality (3)

- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
  or
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
  or
- ANT 415 - Cultures, Health, & Healing (3)

- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- PXW 107 - Net & Racquet Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)

- WAE 333 - Adapted Physical Education and Fitness (3)
- WAE 361 - Pre K-6 Physical Education (3)
- WAE 365 - 7-12 Physical and Health Education (3)
- WAE 413 - Motor Development (3)

Optional Non-credit Bearing or Credit Bearing Workshop/Class

- PED 210 - Lifeguard Training (0, 1)

35 Credit Hours

Academic Requirements

Graduate (33 credits)

Major Courses - Graduate (24 credits)

- EDU 521 - Foundations of American Education (3)
- EDU 546 - Physical Education Methods (3)
- EDU 548 - Health Education Methods (3)
- EDU 615 - Learning & Cognition (3)
- EDU 621 - Inclusive Classroom Strategies I (3)
- EDU 632 - Data-Based Decision Making (3)
- EDU 697 - Professional Development in Education: Graduate Dossier (3)
  (*If you wish to see detailed information on the above 600 level courses please visit the Graduate Catalog.*)

Mandatory Non-credit Bearing Workshop

- First Aid & CPR - Provided by the Red Cross

Student Teaching (9 credits)

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

(*If you wish to see detailed information on the above 600 level courses please vist the Graduate Catalog.*)

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	31 Credits
Major Related Course Requirements	36* Credits
Concentration	35 Credits

Total Credit Hours Required For BS Degree	133 Credits

* 24 Major Related credits also satisfy Core.

Graduate Major	24 Credits
Graduate Student Teaching	9 Credits
Total Credit Hours Required For MS Degree	33 Credits
Total Credit Hours Required For Dual Degree	166 Credits

Health Studies - Human Behavior (B.S.) - Hegis Code 2101.00

(Bachelor of Science Degree)

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

Learning Objectives

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary health care roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the life span to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.
- Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

Core/General Education: 34-55 Credit Hours

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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.

Major Course Requirements

- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3) *
- HLS 401 - Senior Seminar (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3) *
- PSY 256 - Principles of Behavior Change (3) *
- PSY 366 - Individuals with Disabilities (3) *

Human Development

- AGE 101 - Introduction to Aging (3) *
  or
- BIO 214 - Biology of Aging (3) *

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

Research methods: One course from the following

- HLS 445 - Clinical Research (3)
- PSY 312 - Research Methods in Psychology (0, 4) *
- SOC 312 - Social Science Research Methods (3) *
- ANT 312 - Social Science Research Methods (3)

Two of the following three courses

- BIO 112 - Human Sexuality (3) *
  or
- PSY 207 - Human Sexuality (3)

- PSY 361 - Psychopathology (3) *

One course from the following two groupings

Counseling

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

Human Development

- AGE 214 - Biology of Aging (3)

- BIO 214 - Biology of Aging (3) *
- PSY 321 - Infancy and Childhood (3) *
- PSY 322 - Adolescence (3) *
- PSY 327 - Adulthood and Aging (3) *

36 - 37 Credit Hours

Major-Related Course Requirements

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

Statistics

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

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

Philosophy

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

- ** PSY 101 - Introduction to Psychology (3) *
- ANT 415 - Cultures, Health, & Healing (3) *

12 Credit Hours

13 - 38 Credit Hours

Electives

Note:

*Liberal Arts
**course also included in core

Program Credits

Core/General Education	34-55 Credits

Major Course Requirements	36-37 Credits
Major Related Course Requirements	13-38 Credits
College Electives	0-37 Credits
Total Credit hours Required For Degree	120 Credits

History (B.A.) - Hegis Code 2205.00

(Bachelor of Arts Degree)

The broad mission of the Utica University History program is to provide an essential foundation that supports the goals of the liberal arts curriculum, prepares students for the rigors of graduate study and professional employment in any field, and fosters informed citizenship. We seek to cultivate in our students a spirit for life-long learning predicated on a habit of inquiry into the human experience, free exchange of ideas rooted in evidence, and appreciation of diverse cultures and perspectives. The Utica University History faculty seeks to fulfill its critical mission by preparing students to gather information, think critically and contextually, conduct and evaluate original research, and to communicate clearly.

The major in history offers one of the broadest and most flexible liberal arts fields at the College. It is intended for those who seek an understanding of the human condition through its historical development, and it has special relevance to those wishing to prepare themselves for fields such as secondary school social science teaching, elementary school teaching, government service of all varieties, graduate study of history, and other careers requiring a liberal arts preparation. It also is an excellent undergraduate background for those contemplating professional training in law, library science, and similar fields.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog. Please see the description of the Adolescence Education, Grades 7-12, Dual Degree Program with BA in History (M.S.) - Hegis Code 2205.00.

Students who are majoring in History who intend to student teach need an overall GPA of 2.75 or higher and no grade lower than C (2.0) in their major or major-related courses in order to receive a positive recommendation for student teaching.

Total credit hours required for degree: 120

Learning Objectives

History students will be able to:

- Identify and describe cause and effect within historical context (This goal also serves as Core Goal 9: History and Heritage)
- Identify and use relevant research materials
- Identify and formulate an argument based on critical thinking and contextual analysis
- Analyze and compare historical events and contexts across international and temporal boundaries.
- Communicate clearly

Academic Requirements

Core/General Education: 34 - 55 Credit Hours

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Major Course Requirements

Foundation (12):

Take each of the following:

- HIS 223 - Methods in Early American Social History (3)
- HIS 235 - Methods and Key Themes in African American History Since Reconstruction (3)
- HIS 245 - Methods in East Asian History (3)
- HIS 265 - Methods in European History from Herodotus to the Present (3)

History & Global Citizenship (12)

The study of history offers a critical area of inquiry into the ways that the past shapes the current world and the individual's place in it. Global citizenship demands our knowledge and awareness of a complex and integrated past. This component of the History Curriculum fosters engagement with essential international, multi-contextual historical content. Global Citizenship courses, at their core, examine how transnational contexts complicate and transform matters of heritage, identity, and power.

Take Each of these Courses

- HIS 312 - American Immigration and Migration (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)

History Electives (18) at the 200, 300-, 400-, 500-level

Take 6 credits in each area: European, NonWestern, U.S. At least 12 credits must be taken at the 300-level or above.

European History

- HIS 266 - Modern Europe (3)
- HIS 273 - Russia: Historical Legacy and Peoples (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 367 - Central Europe and the Balkans: Its People and History (3)

- HIS 371 - Russian History (3)
- HIS 372 - Modern Russia (3)
- HIS 384 - Propaganda and Identity in Modern Europe (3)
- HIS 387 - Europe at War (3)
- HIS 517 - National and Ethnic Identity in Europe (3)
- HIS 564 - Ancient Greece and Rome (3)
- HIS 200 - Select Topics: History (1 to 3)
- HIS 300 - Select Topics: History (1 to 3)
- HIS 400 - Select Topics: History (1 to 3)
- HIS 500 - Select Topics: History (3)

Non-Western History

- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 348 - Business and Society in East Asia (3)
- HIS 357 - Japan in the Age of the Warrior (3)
- HIS 380 - North Africa, Islam, and the Middle East in Historical Perspective (3)
- HIS 200 - Select Topics: History (1 to 3)
- HIS 300 - Select Topics: History (1 to 3)
- HIS 400 - Select Topics: History (1 to 3)
- HIS 500 - Select Topics: History (3)

U.S. History

- HIS 304 - The American Revolution (3)
- HIS 311 - History of New York State (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 323 - Civil Rights and African American Nationalism (3)
- HIS 324 - Resistance, Race, and Labor (3)
- HIS 345 - Constitutional Law in the Governmental Process (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)
- HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)
- HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)
- HIS 504 - The American Revolution (3)
- HIS 515 - The African-American Experience (3)
- HIS 200 - Select Topics: History (1 to 3)
- HIS 300 - Select Topics: History (1 to 3)
- HIS 400 - Select Topics: History (1 to 3)
- HIS 500 - Select Topics: History (3)

18 credits

Capstone

- HIS 456 - Guided Historical Research (3)

Total Major Credits: 45

Electives

The student must compete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Note:

Students in the education program who intend to student teach history or social studies should note that they must maintain a minimum overall grade point average of 2.75 (4.0 scale) and have no grade lower than C (2.0) in any required major course in order to receive a favorable recommendation.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	27 Credits
Major Electives	18 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

International Studies (B.A.) - Hegis Code 2210.00 (No longer admitting students - being taught out)

(Bachelor of Arts Degree)

International Studies is a growing academic and applied field that fits perfectly with the Utica University Mission Statement. The IST Major sits at the intersection of liberal arts and professional or applied education that has historically comprised our core mission. Cultural, social, and historical knowledge, as well as applied knowledge, are the lifeblood of careers organized around international work. Appropriately, the IST major courses range across subjects from a current international political landscape, political theory, governmental structures, international relations, history, culture, language, and economics, to studies in Human Rights Advocacy.

The major in International Studies is designed for students with interests in international political relations and economics, government, law, foreign service, inter-governmental and non-governmental organizations, developmental and environmental studies, language, literature, culture, and education.

Total credit hours required for degree: 120

Program Learning Goals

- Analyze contemporary global issues from multiple disciplines (e.g. anthropology, economics, geography, history, and political science);
- Synthesize knowledge of the culture, language(s), or people of a particular world region;
- Synthesize knowledge of the history or politics of a particular world region;
- Formulate and present research projects on contemporary global issues with effective written and oral arguments.

Academic Requirements

Core/General Education: 34 - 55 Credit Hours

Note: At least 18 credits of major coursework must be at the 300-level or higher. If not taken as part of core, students should also take ECN 241, MAT 112, PSY 211, or SOC 211.

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Major Course Requirements

- POL 161 - Introduction to International Politics (3)
- POL 203 - Comparative Politics (3)

- POL 211 - Introduction to Human Rights (3)
  or
- HRA 211 - Introduction to Human Rights (3)

- POL 363 - International Organizations (3)
- IST 101 - World Regional Geography (3)

Choose one senior seminar (3 Credit Hours)

- IST 465 - Political Risk Analysis (3)
  or
- POL 465 - Political Risk Analysis (3)
  or
- IST 487 - Senior Seminar in International Studies (3)
  or
- other approved seminars

18 Credit Hours

Foreign Language Requirement (12 Credit Hours)

Students are required to take 6 credit hours of Foreign Language 201 and 202, or the equivalent, in addition to Core requirements of Foreign Language 101 and 102. If they are exempt from all or part of the language requirement because of prior coursework or are bilingual, they still need to accumulate sufficient credit hours by taking major elective courses.

Concentration

Majors will take 15 Credit Hours in one of the three concentrations:

- Global Concentration (15 credits)
- Comparative Concentration (15 credits)
- Cultural Concentration (15 credits)

Note: All students must take a minimum of twelve credits at or above the 300-level in a concentration.

Global Issues Concentration

- CRJ 305 - International and Domestic Terrorism (3)
- CRJ 351 - International Criminal Justice Systems: Issues and Comparisons (3)
- ECN 443 - International Trade (3)
- POL 281 - Political Ideas and Ideologies (3)
- POL 364 - International Law (3)
- POL 365 - American Foreign Policy (3)
- POL 366 - International Criminal Law (3)
- POL 368 - International Political Economy (3)
- POL 384 - International Relations of the Two Koreas (3)
- POL 561 - International Relations & Cyberspace (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)

- HRA 464 - International Protection of Human Rights (3)
  or
- POL 464 - International Protection of Human Rights (3)

- IST 465 - Political Risk Analysis (3)
  or
- POL 465 - Political Risk Analysis (3)

- IST 470 - International Studies - Internship (3 to 6)
- IST 487 - Senior Seminar in International Studies (3)
- MKT 415 - International Marketing (3)
- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors.

15 Credit Hours

Comparative Societies Concentration

- CRJ 377 - Comparative Criminal Justice: Study Abroad (3)
  or
- IST 377 - Comparative Criminal Justice: Study Abroad (3)

- POL 371 - European Politics (3)

- POL 372 - Modern Russia (3)
  or
- HIS 372 - Modern Russia (3)

- POL 373 - African Politics (3)
- POL 374 - Latin American Politics (3)
- POL 375 - Political Change in Developing Nations (3)

- POL 378 - Chinese Politics (3)
  or
- IST 378 - Chinese Politics (3)

- POL 383 - Modern Korea (3)
  Or
- IST 383 - Modern Korea (3)
  Or
- HIS 383 - Modern Korea (3)

- HIS 266 - Modern Europe (3)
- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 348 - Business and Society in East Asia (3)
- HIS 357 - Japan in the Age of the Warrior (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 367 - Central Europe and the Balkans: Its People and History (3)
- HIS 371 - Russian History (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 456 - Guided Historical Research (3)
- HIS 517 - National and Ethnic Identity in Europe (3)
- IST 323 - Civil Society in Cyberspace: The Internet in China (3)
- IST 471 - Japanese Studies - Internship (3)

- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors

15 Credit Hours

World Cultures Concentration

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 397 - Inside Globalization (3)
- ANT 323 - Archaeology of North America and the Caribbean (3)

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)

- ANT 375 - Culture & Personality (3)

- ANT 423 - Senior Seminar (3)
  or
- SOC 423 - Senior Seminar (3)

- ANT 427 - Contemporary Issues in Mexican Culture (3)
- CMM 325 - Intercultural Communication (3)
- ENG 305 - Topics in British Literature (3)
- ENG 357 - Modern British Literature (3)

- FLM 311 - Spanish and Latin American Film (3)
  or
- SPA 311 - Spanish and Latin American Film (3)

- FRE 288 - Introduction to French Literature (3)
- FRE 311 - French Film (3)
- FRE 347 - French Civilization and Culture (3)
- FRE 388 - Masterpieces of French Literature (3)
- IST 225 - Chinese Civilization and Culture (3)
- IST 226 - Traditional Chinese Medicine (3)
- IST 235 - Russian Civilization and Culture (3)
- IST 247 - Japanese Civilization and Culture (3)
- LIT 205 - World Literature to 1650 (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- LIT 358 - Postcolonial Literatures (3)
- MUS 327 - World Music (3)

- SOC 252 - Race and Ethnicity (3)
- SPA 315 - Business Spanish (3)
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)
- SPA 388 - Introduction to Literature in Spanish (3)
- THE 385 - World Drama (3)
- Students may be able to take select topics courses, 300-level or above with international components in them with the approval of advisors.

15 Credit Hours

Study Abroad and Internships

Study abroad and internships are highly recommended for all International Studies majors and should be discussed with the student's advisor and the director of international programs as early as possible.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	18 Credits
Foreign Language Requirements	12 Credits
Concentration	15 Credits
College Electives	20-41 Credits
Total Credit Hours Required For Degree	120 Credits

Liberal Studies (B.S.) - Hegis Code 4901.00

(Bachelor of Science Degree)

The mission of the Bachelor of Science in Liberal Studies is to provide students with a forum in which to create a multidisciplinary degree through advanced study in a variety of the traditional arts and science fields. Students develop an appreciation for and an ability to work with multiple perspectives and methodologies. So far as any major can, Liberal Studies fulfills the College's mission to create "a community of learners with diverse experiences and perspectives."

The major in liberal studies was developed for students with experience or training as professionals or para-professionals in areas such as corrections, counseling, Health Studies, and teaching. It is also of value to persons with other backgrounds. The major provides students with a broad liberal arts context; it does not provide a professional credential.

Total credit hours required for degree: 120

Learning Objectives

Graduates of the Bachelor of Science in Liberal Studies will be able to:

- Demonstrate an understanding of society and the individual, the arts and languages, and sciences and mathematics.
- Articulate the interrelationships between the different liberal arts disciplines
- Recognize and employ a variety of different methodologies appropriate to different fields of studies.
- Collect, assess, and synthesize information from a variety of disciplines into a sustained written or oral argument.

Academic Requirements

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.

Major Course Requirements

Four courses (at least twelve credit hours) must be selected from each of these three groups:

Group 1: Society and Behavior

Any 300/400-level courses from at least three of the following areas: Anthropology, Economics, History, International Studies, Political Science, Psychology, and Sociology. At least one course must be from History.

Group 2: Art and Language

Any 300/400-level courses from at least three of the following areas: Communication Arts, English or World Literature, Film Studies, Fine Arts, Foreign Languages, Music, Philosophy, and Theatre. At least one course must be from English.

Group 3: Science and Mathematics

Any courses not already used for core from at least three of the following areas: Biology, Chemistry, Environmental Science, Geology, History and Philosophy of Science and Technology, Mathematics, and Physics. Transfer students may not use courses counted toward core exemption. At least one course must be from Mathematics.

36 Credit Hours

In special circumstances, other subject areas appropriate for the three groups may be approved by the school dean.

Electives

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

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	36 Credits
College Electives	29-50 Credits
Total Credit Hours Required For Degree	120 Credits

Mathematics (B.A.) - Hegis Code 1701

Major in Mathematics

(Bachelor of Arts Degree)

Mathematics is a universal part of human culture. Its universality makes it a powerful tool in a variety of endeavors including the study of the natural sciences, the social sciences, computer science, business, and economics. Studied for its own sake, mathematics is appreciated as much for its elegance and beauty as for its practicality. Mathematics is the science of discovering patterns yet unlike the other sciences mathematics offers a standard of certainty through mathematical rigor and proof. The study of mathematics is one of the cornerstones of a liberal education, training the mind in logical thought, precise expression, and critical thinking.

The mathematics curriculum at Utica University is designed to meet the needs of students who have one of the following objectives: (1) to pursue graduate study in mathematics; (2) to prepare for careers as mathematicians in industrial or governmental laboratories, and in fields which rely mainly on mathematics such as actuarial work, statistical analysis, and economics; (3) to teach mathematics in elementary and secondary schools; (4) to contribute to their liberal education by studying the language and fundamental methods of mathematics.

The mathematics department of Utica University offers two concentrations for the major in mathematics. The General Mathematics Curriculum offers a sound foundation in pure and applied mathematics for those seeking careers in mathematical fields and those who plan to continue their study of higher mathematics in graduate school. The Concentration for Prospective Math Teachers is intended for those students who are preparing for careers teaching mathematics.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Students who earn the B.A. in mathematics will be able to:

- Read and analyze mathematical proofs;
- Write mathematical proofs;
- Formulate and solve mathematical problems;
- Communicate mathematics in written form.

In addition, students in the teaching concentration will be able to:

- Pass the content tests required for licensure for teachers of mathematics in New York State.

Academic Requirements

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.

Major Course Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- MAT 401 - Real Analysis I (3)
- Three Advanced Mathematics electives (300/400 level) (9)

36 Credit Hours

Major-Related Course Requirements

- CSC 101 - Computer Science I (0,3)
- PHY 261 - Physics I (0, 4)

7 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	36 Credits
Major Related Course Requirements	7 Credits
College Electives	22-43 Credits
Total Credit Hours Required For Degree	120 Credits

Mathematics, Prospective Math Teachers Concentration (B.A.)

Major in Mathematics

(Bachelor of Arts Degree)

Mathematics is a universal part of human culture. Its universality makes it a powerful tool in a variety of endeavors including the study of the natural sciences, the social sciences, computer science, business, and economics. Studied for its own sake, mathematics is appreciated as much for its elegance and beauty as for its practicality. Mathematics is the science of discovering patterns yet unlike the other sciences mathematics offers a standard of certainty through mathematical rigor and proof. The study of mathematics is one of the cornerstones of a liberal education, training the mind in logical thought, precise expression, and critical thinking.

The mathematics curriculum at Utica University is designed to meet the needs of students who have one of the following objectives: (1) to pursue graduate study in mathematics; (2) to prepare for careers as mathematicians in industrial or governmental laboratories, and in fields which rely mainly on mathematics such as actuarial work, statistical analysis, and economics; (3) to teach mathematics in elementary and secondary schools; (4) to contribute to their liberal education by studying the language and fundamental methods of mathematics.

The mathematics department of Utica University offers two concentrations for the major in mathematics. The General Mathematics Curriculum offers a sound foundation in pure and applied mathematics for those seeking careers in mathematical fields and those who plan to continue their study of higher mathematics in graduate school. The Concentration for Prospective Math Teachers is intended for those students who are preparing for careers teaching mathematics.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

Total credit hours required for degree: 120

Learning Objectives

Students who earn the B.A. in mathematics will be able to:

- Read and analyze mathematical proofs;
- Write mathematical proofs;
- Formulate and solve mathematical problems;
- Communicate mathematics in written form.

In addition, students in the teaching concentration will be able to:

- Pass the content tests required for licensure for teachers of mathematics in New York State.

Academic Requirements

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.

Major Course Requirements

- MAT 112 - Basic Statistics (3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 303 - History of Mathematics (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 313 - Mathematics: A Heuristic Approach (3)
- MAT 331 - Linear Algebra (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- Two Advanced Mathematics electives (300/400 level) (6)

36 Credit Hours

Major-Related Course Requirements

Choose two of the following:

- CSC 101 - Computer Science I (0,3)
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

7-8 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	36 Credits
Major Related Course Requirements	7-8 Credits
College Electives	21-43 Credits
Total Credit Hours Required For Degree	120 Credits

Middle Childhood (Grades 5-9) Education Program

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Middle Childhood (Grades 5-9) Education Program

The program in middle childhood education requires that students select a major in the subject area which they plan to teach. The areas open to students at Utica University are English, mathematics, sciences (majors in biology, chemistry, or physics), the social sciences (majors in economics, history, or sociology and anthropology), and business and distributive education (majors in management or computer science). Certification in business and distributive education also requires a year of work experience in addition to college course work.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
  or
- EDU 334 - Adolescent Social Studies Methods (3)
  or
- EDU 335 - Adolescent Mathematics Methods (3)
  or
- EDU 337 - Adolescent Science Methods (3)

- EDU 344 - Science and Technology Methods: Grades 1-6 (3)
- EDU 345 - Mathematics Methods: Grades 1-6 (3)

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)

55 Credit Hours

Note:

Students completing the middle childhood education program with majors in biology, chemistry, English, economics, history, mathematics, physics, social studies, or sociology and anthropology must complete at least 90 credit hours in the liberal arts. Students completing majors in management or computer science must complete at least 60 hours in the liberal arts. Education courses are *not* liberal arts courses. Consult as early as possible with your advisor to be sure that you fulfill this requirement.

Neuroscience (B.S.) - Hegis Code 0425.00 (No longer admitting students - being taught out)

(Bachelor of Science Degree)

Neuroscience is the study of the nervous system. It includes study and research related to the structure (anatomy), function (neuropharmacology, electrophysiology, synaptic physiology, molecular/cellular biology, psychophysics), evolution, and development of nervous systems of a wide variety of animals, broadly organized as sensory (input/afferent) systems, processing systems, and motor (output/efferent) systems.

The major in neuroscience provides opportunities in many areas, including preprofessional preparation (preparing for medical school, dental school, veterinary school, or other allied health training), pre-graduate preparation (preparing for further training as a neuroscientist or scientist in a related field), or direct entry into the research field, either academic or private.

Total credit hours required for the degree: 128

Learning Objectives

Students graduating with a degree in Neuroscience will:

- integrate an understanding of the nervous system at the cellular/molecular level (e.g., synaptic function, membrane potentials) with the organismal level (e.g., processing in cortical areas of the brain, behavior)
- understand the three essential functions of the nervous system (input, processing, output) at the level of cells, systems, and the organism
- demonstrate critical thinking skills in the process of scientific inquiry and the development of experimental design in the study of neuroscience;
- use primary literature in the field of neuroscience;
- analyze and present scientific data using statistical inference and statistical software;
- compose oral and written scientific presentations using experimental design and data.

Academic Requirements

See Core section of this catalog.

Core: 34 - 55 Credit Hours

Major Course Requirements

Foundations of Neuroscience

- BIO 211 - General Biology I (0, 4) *
- BIO 212 - General Biology II (0, 4)
- PSY 101 - Introduction to Psychology (3)

11 Credit Hours

Research Methods in Neuroscience

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

- BIO 231 - Research Methods I (3)
  and
- BIO 232 - Research Methods II (3)
  or
- PSY 312 - Research Methods in Psychology (0, 4)

7-9 Credit Hours

Essentials of Neuroscience

- BIO 321 - Genetics (0, 4)
- BIO 327 - Cell Biology (0, 4)
- BIO 343 - Neuroscience (3)

- BIO 324 - Animal Physiology (0, 4)
  or
- PSY 347 - Basic Psychobiology (3)

- BIO 453 - Molecular Biology (0,4)

18-19 Credit Hours

Upper-level Electives

(12 cr. - at least one course in BIO and one course in PSY)

- BIO 322 - Developmental Biology (0, 4)
- BIO 324 - Animal Physiology (0, 4)
- BIO 362 - Endocrinology (3)

- BIO 363 - Biochemistry (3)
- BIO 464 - Sensory Biology (3)
- BIO 463 - Neuropharmacology (3)
- NEU 420 - Short Course in Neuroscience (1)
- PSY 343 - Sensation and Perception (0, 4)
- PSY 347 - Basic Psychobiology (3)
- PSY 351 - Learning and Behavior (0, 4)
- PSY 354 - Cognitive Psychology (0, 4)

12 Credit Hours

Capstone Experience

- NEU 450 - Senior Research (3)
  or
- NEU 495 - Senior Seminar (3)

3 Credit Hours

Major Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)

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

- PHY 152 - General Physics II (0, 4)
  or
- PHY 262 - Physics II (0, 4)

24 Credit Hours

Total Hours Required in Major: 75-78

Note:

* Students are required to earn a grade of C or better in BIO 211 before enrolling in any subsequent course with a Biology prefix that is required for the major.
† Students are highly encouraged to take MAT 201 and MAT 202 so that students are able to take PHY 261 and PHY 262, although this is not a requirement for the major.

Electives

The student most complete sufficient elective courses to earn at least the minimum credit hours for this degree and at least 64 of the 128 hours required must be in the liberal arts and sciences.

Honors in Neuroscience:

In order to be considered for Honors in Neuroscience, the following requirements must be satisfied.

1. The student must have a GPA of at least 3.4 in all Biology, Psychology, and Neuroscience courses taken at Utica University and an overall GPA of at least 3.0.
2. The student must take NEU 450 and present their findings at the Annual Undergraduate Research Conference (or similar venue).
3. The Psychology and Biology faculty will evaluate the student's credentials and then select those who shall receive Honors. The student's participation in departmental activities will also be considered.

For those students selected, the transcript will read: Bachelor of Science with Honors in Neuroscience.

Program Credits

Core	34-55 Credits
Major Course Requirements	51-54 Credits
Major Related Course Requirements	24 Credits
College Electives	0-19 Credits
Total Credit Hours Required For Degree	128 Credits

Nursing (B.S.) - Hegis Code 1203.00

(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 of Science in nursing. During the first two years of the traditional undergraduate nursing curriculum, students will complete all general education core and prerequisite liberal arts and sciences courses. The nursing courses will be taken in 4 semesters at the junior and senior level.

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

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

There are three ways to earn a nursing degree at Utica University: the on-ground undergraduate program, the online RN to BS program, and the hybrid Accelerated Second Degree Nursing (ABSN) program. The on-ground program is a four-year course of undergraduate study. The RN to BS program is an online program open to student with an associate's degree in nursing from a regionally accredited institution and a current RN license. The ABSN program is open to students with a bachelor's degree (not in nursing) from a regionally-accredited university who have completed all major-related requirements prior to admission. The hybrid delivery combines online courses with labs and clinical study at a clinical site.

Accelerated Second Degree

This track is designed to admit non-nurse baccalaureate graduates and provide education for generalist nursing roles. Students in this track must have a bachelor's degree (non-nursing) from a regionally accredited university, and have completed all major related requirements prior to admission. Students will take the nursing courses outlined below in a hybrid delivery model. It is accelerated because the four semesters run concurrently with only small breaks between semesters.

Learning Objectives

The objectives/competencies of the nursing program are:

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

Special Requirement

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

Rules and Regulations Pertaining to Clinical Experiences

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

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

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

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

Academic Requirements

Core/General Education: 34-55 Credit Hours

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Major Course Requirements

(pre-licensure baccalaureate)

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

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

62 Credit Hours

Major-Related Course Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 203 - Microbiology (0, 4)
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)

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

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

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

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

34 Credit Hours

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 127 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	62 Credits
Major Related Course Requirements	34 Credits
Total Credit Hours Required For Degree	127 Credits

Nutrition (B.S.) - Hegis Code 0424.00 (No longer admitting students - being taught out)

(Bachelor of Science Degree)

Science is the process of creating new knowledge concerning the natural world. Nutrition is an interdisciplinary science that requires an understanding of food production, consumption, and utilization. The nutrition program will prepare students for a career in the field of nutrition by introducing active learning through courses and experiential learning throughout the curriculum. Students will experience relevant and exciting challenges in their pursuit of success and rewarding careers, including opportunities to conduct research or pursue an internship in the field of nutrition. Our distinctive, active learning approach promotes scholarship and social awareness.

Learning Objectives

Community Nutrition

Students will be able to apply nutrition knowledge to support the nutritional health of communities.

Nutrition Care Process and Counseling

Students will be able to use the Nutrition Care Process and basic counseling techniques to communicate nutrition information to clients in community and wellness settings.

Food and Nutrition

Students will be able to identify and apply food principles to nutrition across the lifespan.

Nutrition Service
Students will be able to apply food service and safety principles.

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.

Major Course Requirements

- ANT 367 - Food and Culture (3)
- BIO 205 - Human Nutrition (3)

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

- BIO 308 - Nutritional Pharmacology (3)
- CHE 263 - Introduction to Organic & Biochemistry (0,4)
- CHE 403 - Chemistry of Cooking (3)
- NTR 101 - Nutrition and You (1)
- NTR 303 - Food Service and Nutrition Service Management and Policy (4)
- NTR 304 - Lifespan Nutrition and Diet Modification (4)
- NTR 306 - Nutrition Care Process and Documentation (4)
- NTR 307 - Counseling in Nutrition (4)
- NTR 324 - Medical Nutrition Therapy and Counseling (4)
- NTR 403 - Nutritional Biochemistry (3)
- NTR 434 - Sustainable Food Systems (1)

- NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)

or

- NTR 453 - Nutrition Capstone Experience: Study Abroad in Nutrition (3)

or

- NTR 495 - Nutrition Capstone Experience: Senior Seminar in Nutrition (3)

- POL 324 - Public Policy and Nutrition (3)

33 Credit Hours

Major-Related Requirements

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

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

or

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

- BIO 203 - Microbiology (0, 4)

- CHE 211 - General Chemistry I (0,4)
- IPE 102 - Introduction to Interprofessional Education (1)

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

or

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

or

- MAT 112 - Basic Statistics (3)

- POL 101 - Introduction to Politics and American Government (3)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)

31 Credit Hours

Major Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 60 credit hours of the 128 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	33 Credits
Major Related Course Requirements	31 Credits
College Electives	1-22 Credits
Total Credit Hours Required For Degree	120 Credits

Occupational Therapy (Entry Level OTD), Dual Degree Program with BS in Health Sciences - Hegis Code 1208, BS Health Sciences - Hegis Code 1299.00

(Bachelor of Science Degree)

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929; phone, (800) 729-2682; and it's web address is www.acoteonline.org. Graduates of this program who have successfully met all academic and fieldwork requirements and Utica University graduation criteria are eligible to sit for the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street Suite 300. Gaithersburg, MD 20878. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards typically accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist. Potential students with a prior felony conviction should contact NBCOT for a predetermination of eligibility.

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

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

1. Occupation is integral to the practice of occupational therapy.

2. Strong autonomous, critical thinking serves as an essential foundation for evidence- based practice.

3. Professional development is critical to the continuing competency of an occupational therapist.

4. Cultural competency and an appreciation of diversity is necessary for person-centered care.

5. Competency in the occupational therapy process is necessary as occupational therapists intervene with a variety of populations and within a variety of practice settings.

6. Practice decisions must be informed by the most current evidence with an understanding of the quality of that evidence.

These threads result in the following student learning goals:

Students in this program will

• Demonstrate an understanding of how engagement in occupation supports participation in context,

• Demonstrate critical thinking and analysis for innovative, evidence-based practice,

• Demonstrate ethical and professional behaviors,

• Demonstrate cultural responsiveness and an appreciation of diversity to promote occupational justice and inclusion,

• Demonstrate competency in occupational therapy entry-level practice in settings across the occupational therapy process for people, populations, and communities and in collaboration with other professionals, and

• Demonstrate the skills necessary to assume the role of beginning research investigator.

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

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

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.

Major Course Requirements

- AGE 101 - Introduction to Aging (3)
  or
- BIO 214 - Biology of Aging (3)
  or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3)
  or
- SOC 151 - Introduction to Sociology (3)

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 201 - Gross Anatomy (0, 4)
- BIO 202 - Neuroanatomy & Neurophysiology (0, 4)
- IPE 102 - Introduction to Interprofessional Education (1)

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

- HLS 381 - Kinesiology (0,3)
- HLS 401 - Senior Seminar (3)
- OCT 561 - Professional Roles: Development (3)

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

- PSY 101 - Introduction to Psychology (3)

Major Related Courses - Behavioral Sciences

- PSY 361 - Psychopathology (3)
- HLS 309 - Medical Conditions and Implications (3)

Major Related Courses - Research Methods and Statistics

One from the following: 3-4 Credit Hours

- HLS 445 - Clinical Research (3)

- PSY 312 - Research Methods in Psychology (0, 4)
- SOC 312 - Social Science Research Methods (3)

One from the following: 3 Credit Hours

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

Major Electives

One Elective from the following:

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- CRJ Elective of your choice (3)
- FCM 232 - Financial Crime Theory (3)
- FCM 334 - Financial Crime Investigation (3)
- FCM 444 - Fraud and Compliance Operations (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

- HLS 203 - American Sign Language I (3)

  or
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 400 - Contemporary Topics in Health Care (1 to 3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

- HLS 547 - Narrative of Disability (3)

or

- ENG 547 - Narrative of Disability (3)

- PCL 375 - Death, Dying and Bereavement (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)

Note:

Students in this dual degree BS Health Sciences/Entry Level OTD program must complete, as the coursework for the final two undergraduate semesters, the courses required for the first two semesters of the graduate-level Entry Level OTD program. For a complete list of these courses, see the program entry in the graduate catalog.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	44 Credits
Major Related Course Requirements	12-13 Credits
Major Electives	3 Credits
College Electives	5-27 Credits
Total Credit Hours Required For Degree	120 Credits

Occupational Therapy (M.S.), Dual Degree Program with BS in Health Sciences - Hegis Code 1208.00, BS Health Sciences - Hegis Code 1299.00

Return to: Programs of Study

(Bachelor of Science Degree)

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

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929; phone, (800) 729-2682; and it's web address is www.acoteonline.org. Graduates of this program who have successfully met all academic and fieldwork requirements

and Utica University graduation criteria are eligible to sit for the national certification examination for occupational therapists that is administered by the National Board for Certification in Occupational Therapy (NBCOT), located at One Bank Street Suite 300. Gaithersburg, MD 20878. In addition, most states require licensure to practice occupational therapy; however, state regulatory boards typically accept the results of the NBCOT certification examination to determine eligibility for licensure. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or to obtain a state license as an occupational therapist. Potential students with a prior felony conviction should contact NBCOT for a predetermination of eligibility.

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

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

1. Occupation is integral to the practice of occupational therapy.

2. Strong autonomous, critical thinking serves as an essential foundation for evidence-- based practice.

3. Professional development is critical to the continuing competency of an occupational therapist.

4. Cultural competency and an appreciation of diversity is necessary for person-centered care.

5. Competency in the occupational therapy process is necessary as occupational therapists intervene with a variety of populations and within a variety of practice settings.

6. Practice decisions must be informed by the most current evidence with an understanding of the quality of that evidence.

These threads result in the following student learning goals:

Students in this program will

• Demonstrate an understanding of how engagement in occupation supports participation in context,

• Demonstrate critical thinking and analysis for innovative, evidence-based practice,

• Demonstrate ethical and professional behaviors,

• Demonstrate cultural responsiveness and an appreciation of diversity to promote occupational justice and inclusion,

• Demonstrate competency in occupational therapy entry-level practice in settings across the occupational therapy process for people, populations, and communities and in collaboration with other professionals, and

• Demonstrate the skills necessary to assume the role of beginning research investigator.

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

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

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.

Major Course Requirements

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

- AGE 101 - Introduction to Aging (3)
  or
- BIO 214 - Biology of Aging (3)
  or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3) *
  or
- SOC 151 - Introduction to Sociology (3) *

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- BIO 201 - Gross Anatomy (0, 4)
- BIO 202 - Neuroanatomy & Neurophysiology (0, 4)
- IPE 102 - Introduction to Interprofessional Education (1)

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

- HLS 381 - Kinesiology (0,3)
- HLS 401 - Senior Seminar (3)
- OCT 561 - Professional Roles: Development (3)

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

- PSY 101 - Introduction to Psychology (3) *

Major Related Courses - Behavioral Sciences

- PSY 361 - Psychopathology (3)
- HLS 309 - Medical Conditions and Implications (3)

Major Related Courses - Research Methods and Statistics

One from the following: 3-4 Credit Hours

- HLS 445 - Clinical Research (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- SOC 312 - Social Science Research Methods (3)

One from the following: 3 Credit Hours

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

Major Electives

One Elective from the following:

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- FCM 232 - Financial Crime Theory (3)

- FCM 334 - Financial Crime Investigation (3)
- FCM 444 - Fraud and Compliance Operations (3)
- CRJ Elective of your choice (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

- HLS 203 - American Sign Language I (3)
  or
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 305 - Marketing as a Healthcare Advocate/Navigator (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 400 - Contemporary Topics in Health Care (1 to 3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

- HLS 547 - Narrative of Disability (3)
  or
- ENG 547 - Narrative of Disability (3)

- PCL 375 - Death, Dying and Bereavement (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)

Note:

Students in this dual degree BS Health Sciences/MS Occupational Therapy program must complete, as the coursework for the final two undergraduate semesters, the courses required for the first two semesters of the graduate-level MS in Occupational Therapy program. For a complete list of these courses, see the program entry in the graduate catalog.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	44 Credits
Major Related Course Requirements	12-13 Credits
Major Electives	3 Credits
College Electives	5-27 Credits

Total Credit Hours Required For Degree 120 Credits

Philosophy (B.A.) - Hegis Code 1509.00 (No longer admitting students - being taught out)

(Bachelor of Arts Degree)

The Philosophy program will help students develop into critical, independent thinkers who will make positive contributions to their communities by using the information available to them to form good judgments. Because we now have unprecedented access to information, the department aims to equip students with the skills necessary to engage in a critical analysis and interpretation. Students should have thoroughly justified reasons for believing what they believe and be capable of critically engaging with others' beliefs.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will:

- Be able to summarize, analyze, and formulate precise discursive arguments;
- Demonstrate understanding of philosophical texts by restating views, identifying core claims, and drawing reasonable inferences;
- Demonstrate the ability to explain, apply, and critically analyze basic philosophical concepts and/or historically significant perspectives;
- Demonstrate the ability to explain, apply, and critically analyze the philosophical concepts that are used in advanced discussions within at least one subfield of philosophy (such as epistemology, philosophy of science, ethics, or political or legal philosophy).

Academic Requirements

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.

General Component

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 375 - Symbolic Logic (3)
- PHI 490 - Readings in Philosophy (3)

12 Credit Hours

Ethics Component

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

3 Credit Hours

History Component

Two of the following:

- PHI 205 - History of Ancient Philosophy (3)
- PHI 206 - History of Modern Philosophy (3)
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)
- HPS 127 - The Development of Modern Science: Newton to Einstein (3)

6 Credit Hours

Metaphysics/Epistemology Component

One of the following:

- PHI 315 - The Nature and Value of Truth (3)
- PHI 316 - Metaphysics (3)
- PHI 417 - Philosophy of Mind (3)

3 Credit Hours

Value Theory Component

One of the following:

- PHI 305 - Ethical Issues in Contemporary Science and Technology (3)
- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 385 - Healthcare Ethics (3)
- PHI 425 - Theories of Justice (3)

3 Credit Hours

Electives

The student must complete six electives courses in PHI to earn at least the minimum credit hours required for the degree, and at least 90 of the 120 required credit hours must be in the liberal arts and sciences. Four PHI courses must be at 300 level or higher.

18 Credit Hours

45 Credit Hours

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	45 Credits
College Electives	18 Credits
Total Credit Hours Required For Degree	120 Credits

Physical Therapy (DPT), Dual Degree Program with BS in Health Sciences - HEGIS Code 1212.00, BS Health Sciences - Hegis Code 1299.00

Return to: Programs of Study

(Bachelor of Science Degree)

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

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

Entry-Level Program

The Physical Therapy Program at Utica University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the

program/institution directly, please call (315) 792-3075 or email aelazza@utica.edu. Graduates are eligible for the National Physical Therapy Examination (NPTE) and licensure in all states. If needing to contact the program/institution directly, please call (315) 792-3075 or email aelazza@utica.edu.

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

The mission of the Utica University Physical Therapy Program is to Empower students to transform into successful professionals who care for others with competence, integrity and compassion.

In order to maintain one's status as a Health Sciences Physical Therapy major, a cumulative GPA of 3.2 or better must be maintained. Students must earn a grade of B or better in each of the science courses. Students who fail to earn a grade of B or better in a required science course may repeat that course to earn a satisfactory grade. However, a student may repeat no more than two science courses and any science course may be repeated only once.

Should a student fail to meet these requirements, his/her major will change to Health Sciences with no guarantee of acceptance into the graduate DPT program. The student is welcome to re-apply at a later date if all admission requirements have been met. Please see Graduate catalog for additional information.

Learning Objectives

Graduates will:

- Communicate an awareness of and appreciation for the importance of interacting effectively with people of diverse backgrounds.
- Demonstrate an understanding of the varied interdisciplinary healthcare roles inclusive of Occupational Therapy, Physical Therapy, Nursing, Therapeutic Recreation and Psychology-Child Life.
- Interpret and apply Human Development concepts across the lifespan to evaluate and improve the health of individuals with/without various medical conditions.
- Demonstrate critical appraisal skills when utilizing clinical research in order to be critical consumers of research as well as advocates for their future healthcare clients.

Identify key components of professional ethics and behaviors of health practitioners.

Academic Requirements

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.

Major Course Requirements

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

- AGE 101 - Introduction to Aging (3)
  or

- BIO 214 - Biology of Aging (3)
  or
- AGE 214 - Biology of Aging (3)

- ANT 101 - Introduction to Anthropology (3) *
  or
- SOC 151 - Introduction to Sociology (3) *

- ANT 415 - Cultures, Health, & Healing (3)
- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- CHE 211 - General Chemistry I (0,4)
- CHE 263 - Introduction to Organic & Biochemistry (0,4)
- IPE 102 - Introduction to Interprofessional Education (1)

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

- HLS 401 - Senior Seminar (3)
  or
- DPT 591 - Professional Development II (2)

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

- PHY 151 - General Physics I (0, 4)
- PHY 152 - General Physics II (0, 4)
- PSY 101 - Introduction to Psychology (3) *

Major Related Courses - Behavioral Sciences

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

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

Major Related Courses - Research Methods and Statistics

- DPT 595 - Evidence in Clinical Practice I (2)

One from the following: 3 Credit Hours

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

Major Electives

One Elective from the following:

- AGE 411 - Aging and Mental Health (3)
- BIO 205 - Human Nutrition (3)
- BIO 208 - Pharmacology & Pathophysiology (3)
- CMM 101 - Interpersonal Communication (3)
- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- COM 337 - Health Communication (3)
- COM 341 - Organizational Communication (3)
- FCM 232 - Financial Crime Theory (3)
- FCM 334 - Financial Crime Investigation (3)
- FCM 444 - Fraud and Compliance Operations (3)
- CRJ elective of your choice (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

- HLS 203 - American Sign Language I (3)
  or
- HLS 204 - American Sign Language II (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
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- HLS 313 - Physical Health & Wellness (3)
- HLS 331 - Adapted Sports (3)
- HLS 354 - Healthcare Topics in Media (3)
- HLS 400 - Contemporary Topics in Health Care (1 to 3)
- HLS 411 - Principles of Healthcare Reimbursement (3)
- HLS 415 - Advanced Topics in Healthcare Advocacy and Navigation (3)

- HLS 547 - Narrative of Disability (3)
  or
- ENG 547 - Narrative of Disability (3)

- PCL 375 - Death, Dying and Bereavement (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)
- RMI 415 - Employee Benefits (3)
- RMI 483 - Risk Management (3)

Note:

Students in this dual degree BS Health Sciences/ DPT Physical Therapy program must complete, as the coursework for the final year, the courses required for the first summer, fall, and spring semesters of the graduate-level DPT in Physical Therapy program. For a complete list of these courses, see the program entry in the graduate catalog.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	46 Credits
Major Related Course Requirements	14 Credits
Major Electives	3 Credits
College Electives	2-23 Credits
Total Credit Hours Required For Degree	120 Credits

Physics (B.A.) - Hegis Code 1902.00

(Bachelor of Arts Degree)

Physics is the science concerned with the nature of matter, energy, and the interrelationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics.

Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

The B.A. in physics is intended for students who plan to teach or who wish to have a good scientific background for use in technology-related careers in business, law, management, optometry, or medicine. It provides a broader base of general science and allows for more course electives in other disciplines than the B.S. program.

The **3 - 2 transfer option in engineering** provides the basic courses typically found in the first years of engineering programs. Students have the advantages of small classes and close contact with the faculty as they master their foundation courses in science and mathematics at Utica University, along with core courses, for a total of at least 96 hours. With this coursework completed, students transfer to an engineering school where they take junior-level engineering courses. Upon the completion of 32 hours at the transfer college (and receipt of an official transcript), students will earn a B.A. in physics from Utica University. When the students have satisfied the requirements from the engineering school, typically after another year of study there, they will earn a second degree, in engineering. In effect, one year of college work counts for the degree at two institutions, and students will have a liberal arts degree in addition to the engineering degree. This degree should be considered by those seeking a career in technical management

Total credit hours required for degree: 120

Learning Objectives

BA students will be able to:

- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Classical Mechanics;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Electricity and Magnetism;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Quantum and Modern Physics.

Academic Requirements

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.

Major Course Requirements

- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

- PHY 323 - Statics and Dynamics (4)
  or
- EGR 323 - Statics and Dynamics (4)

- PHY 363 - Physics III (0, 4)

- PHY 351 - Introduction to Electronic Circuit Design and Analysis (0, 4)
  or
- EGR 351 - Introduction to Electronic Circuit Design and Analysis (0 to 4)

2-4 credits total in PHY 200/400

- PHY 200 - Select Topics: Physics (1) (1-2)
- PHY 400 - Select Topics: Physics (1) (1-2)

22-24 Credit Hours

Additional Physics Course Requirements

- Physics (any level) - Physics elective (3)
- Physics (300, 400 level) - Physics elective (6)

Note: Three credits may be taken from the MAT 300 level courses listed under Major-Related Course Requirements below.

9 Credit Hours

OR

3 - 2 Option in Engineering:

- Physics (any level) - Physics Electives (9)
- Physics (300,400 level) - Physics Electives (3)

12 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CSC 101 - Computer Science I (0,3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)

Select one (not taken as part of the PHY elective requirement above):

- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 317 - Ordinary Differential Equations (3)
- MAT 321 - Probability & Statistics (3)
- MAT 331 - Linear Algebra (3)

20 Credit Hours

OR

3- 2 Option in Engineering

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CSC 101 - Computer Science I (0,3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 317 - Ordinary Differential Equations (3)

26 Credit Hours

Free Electives

Students majoring in Physics take a sufficient number of free electives to reach a total of 120 hours at Utica University and should consult with their advisor on elective courses of particular interest for a specific career path.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	22-24 Credits
Additional Physics Course Requirements	9 Credits
Additional Physics Course Requirements (with 3-2 option in Engineering)	12 Credits
Major Related Course Requirements	20 Credits
Major Related Course Requirements (with 3-2 option in Engineering)	26 Credits
University Electives	12-35 Credits
Univerisity Electives (with 3-2 option in Engineering)	3-26 Credits
Total Credit Hours Required For Degree	120 Credits

Physics (B.S.) - Hegis Code 1902.00

(Bachelor of Science Degree)

Physics is the science concerned with the nature of matter, energy, and the interrelationships between them. Common cross-disciplines include engineering physics, chemical physics, geophysics, biophysics, and mathematical physics.

Engineering is the application of physics to real-world problems. Engineers are the people who design the automobiles, the bridges, the computer chips, the electronic devices, the artificial limbs, and all of the other technological wonders of our civilization.

Between these two fields, there is a mixed area that might be called applied physics or research engineering. It calls for people with a practical physics background who do engineering-development and research in industry.

Students considering public school teaching as a career should refer to the programs in education, listed alphabetically in this section of the catalog.

The B.S. in physics is designed for students who wish to practice applied physics or research in government or industry, pursue a graduate degree in physics, engineering, or education; or who simply want a more intensive background in physics for careers in technical management, high school physics teaching, and other technical fields.

Total credit hours required for degree: 120

Learning Objectives

BS students will be able to:

- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Classical Mechanics;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Electricity and Magnetism;
- Demonstrate a conceptual, theoretical and practical understanding (including hands-on work) in Quantum and Modern Physics.

Academic Requirements

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.

Major Course Requirements

- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)
- PHY 363 - Physics III (0, 4)

- PHY 323 - Statics and Dynamics (4)

or

- EGR 323 - Statics and Dynamics (4)

- PHY 351 - Introduction to Electronic Circuit Design and Analysis (0, 4)

or

- EGR 351 - Introduction to Electronic Circuit Design and Analysis (0 to 4)

2-4 credits total in PHY 200/400

- PHY 200 - Select Topics: Physics (1) (1-2)
- PHY 400 - Select Topics: Physics (1) (1-2)

22-24 Credit Hours

Additional Physics Course Requirements

B. S. in Physics:

- PHY 461 - Classical Mechanics (3)
- PHY 462 - Electricity & Magnetism (3)
- PHY 471 - Introduction to Quantum Physics I (3)
- Physics (any level) - Physics Electives (3)
- Physics (300, 400 level) - Physics Electives (3)

15 Credit Hours

Major-Related Course Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CSC 101 - Computer Science I (0,3)
- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 302 - Calculus IV (3)
- MAT 317 - Ordinary Differential Equations (3)

26 Credit Hours

Free Electives

Students majoring in Physics must take sufficient free electives to reach a total of 120 hours at Utica University and should consult with their advisor on elective courses of particular interest for a specific career path.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	37-39 Credits
Major Related Course Requirements	26 Credits
University Electives	0-23 Credits
Total Credit Hours Required For Degree	120 Credits

Political Science (B.A.) - Hegis Code 2207.00

(Bachelor of Arts Degree)

The Political Science program enables students to gain a comprehensive understanding of the principles, processes, and structures of power and authority through richly interactive classroom learning, research, and real-world experiences. The program focuses on the development of knowledge and skills that are highly valuable for the globalized world with an in-depth study of authority, diversity, leadership, conflict resolution, and collective mobilization.

This mission fits with Utica University's mission of educating students for rewarding careers, responsible citizenship, enlightened leadership, and integrating liberal and professional study. The department's values reflect the university's values, particularly in regard to:

- Individual attention for our students
- Pragmatic approaches to teaching and learning
- Continual improvement in our educational and operational quality
- Diversity of perspective, background, and experience in an increasingly global society
- Community and professional service
- Ethical behavior and integrity in all that we do
- Freedom of expression and the open sharing of ideas and creativity
- Open, honest, and collegial communication
- The well-being of others

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will

- Explain key concepts in the major subfields within political science.
- Analyze systems of power within political settings.
- Evaluate the importance of public service and civic responsibility.

Academic Requirements

Core/General Education: 34 - 55 Credit Hours

(Note: Some major concentration requirements have prerequisites which also can be taken to satisfy core. See your advisor.)

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Major Course Requirements: 40-52 Credit Hours

- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)
- POL 201 - Research, Writing, and Careers in Political Science (1)
- POL 203 - Comparative Politics (3)
- POL 281 - Political Ideas and Ideologies (3)

13 Credit Hours

Note:

*It is recommended that majors also take ECN 141 - Principles of Macroeconomics (3) as part of Gen Ed..

Senior Seminar and Theses

- POL 435 - Political Leadership and the American Presidency (3)
  or
- POL 444 - Legal Research and Writing (3)
  or
- POL 464 - International Protection of Human Rights (3)
  or
- POL 465 - Political Risk Analysis (3)
  or
- other approved seminars

3 Credit Hours

Electives

- Majors will take seven (7) elective courses, a minimum of two courses, in each of the subfields (21)
    - American Government and Politics (2)
    - Law (2)
    - International and Comparative Politics (2)

*Note: All majors must take at least 18 credits at or above the 300-level.

American Government and Politics

- POL 212 - American Political Parties and Elections (3)
- POL 215 - Public Opinion and Political Behavior (3)
- POL 221 - State and Local Government (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 236 - Queer Politics (3)
- POL 251 - Congress and the Legislative Process (3)
- POL 313 - Campaign Management (3)
- POL 332 - Public Administration (3)
- POL 333 - American Public Policy (3)
- POL 382 - American Political Concepts (3)
- POL 435 - Political Leadership and the American Presidency (3)

Human Rights

- POL 211 - Introduction to Human Rights (3)
- POL 464 - International Protection of Human Rights (3)
- HRA 200 - Select Topics: Human Rights Advocacy (1 to 3)
- HRA 211 - Introduction to Human Rights (3)
- HRA 464 - International Protection of Human Rights (3)
- HRA 664 - International Protection of Human Rights
- GOV 664 - International Protection of Human Rights

International and Comparative Politics

- POL 363 - International Organizations (3)
- POL 563 - International Organizations (3)
- POL 365 - American Foreign Policy (3)
- POL 368 - International Political Economy (3)
- POL 371 - European Politics (3)
- POL 372 - Modern Russia (3)
- POL 373 - African Politics (3)
- POL 374 - Latin American Politics (3)
- POL 375 - Political Change in Developing Nations (3)
- POL 364 - International Law (3)
- POL 378 - Chinese Politics (3)
- IST 378 - Chinese Politics (3)
- POL 383 - Modern Korea (3)
- IST 383 - Modern Korea (3)
- HIS 383 - Modern Korea (3)

Law

- POL 242 - Jurisprudence and the American Legal System (3)
- POL 243 - Introduction to Law and Society (3)
- POL 341 - Jurisprudence of the Criminal Law (3)
- POL 342 - Environmental Law and Politics (3)
- POL 345 - Constitutional Law in the Governmental Process (3)

- POL 346 - Civil Liberties (3)
- GOV 546 - Civil Liberties
- POL 347 - Race and Gender in the Law (3)
- POL 364 - International Law (3)
- GOV 564 - International Law
- POL 366 - International Criminal Law (3)
- GOV 566 - International Criminal Law

Other

- POL 201 - Research, Writing, and Careers in Political Science (1)
- POL 300 - Select Topics: Government & Politics (3)
- POL 400 - Contemporary International Problems (1 to 3)
- POL 470 - Government and Politics - Internship (3 to 15)
- POL 490 - Independent Study (1 to 6)

Required Courses

- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)
- POL 201 - Research, Writing, and Careers in Political Science (1)
- POL 203 - Comparative Politics (3)
- POL 281 - Political Ideas and Ideologies (3)

Internships (3-15 credits)

All majors take an internship appropriate to their academic and/or career interests.

- POL 470 - Government and Politics - Internship (3 to 15)
  Students must maintain an overall GPA of 2.75, have no grade less than 2.0 in required courses, and receive a favorable recommendation from their academic advisor in order to partake in an internship. Students whose grades fall below this level, or who receive unfavorable recommendations, must take at least one 3 credit course at the 300-level or higher.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	40-52 Credits
University Electives	13-46 Credits

Total Credit Hours Required For Degree 120 Credits

Psychology (B.A.) - Hegis Code 2001.00

Major in Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas, (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisors.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisors' recommendations and their own particular needs.

The mission of the Psychology Department of Utica University is to provide students with an education that encompasses content information and theoretical approaches in psychology and emphasizes critical thinking, mastery of empirical methodologies and development of strong communication skills. This education prepares students to pursue professional careers and/or post-baccalaureate education in the psychological and behavioral sciences. The department also provides a supportive environment for professional and scholarly activities of its faculty and services the academic community at Utica University with regard to instructional needs in areas related to the psychological sciences.

Students considering public school teaching as a career should refer to the programs in education - see academic programs or download our current catalog.

Total credit hours required for degree: 120

Learning Objectives

Students will be able to:

- Know major concepts in the major subfields of psychology (i.e. clinical, developmental, social/cognitive, neuroscience, learning).
- Apply statistical inference and probabilistic reasoning to problems in psychology.
- Apply the scientific method to sound research design in psychology.
- Communicate psychological concepts clearly and effectively in writing.
- Use American Psychological Association citation style and construct written reports conforming to APA style.

Academic Requirements

Core/General Education: 34-55 Credit Hours

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Major Course Requirements

- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)
- PSY 211 - Statistics in the Behavioral and Social Sciences (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- PSY 406 - History of Psychology (3)

16 Credit Hours

One course from each category: 19 Credit Hours

At least one of these courses must include a psychology laboratory

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Psychopathology (3)
- PSY 383 - Theories of Psychotherapy (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)
- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4) (includes laboratory)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4) (includes laboratory)
- PSY 345 - Drugs, Brain, and Behavior (3)
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4) (includes laboratory)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

Senior Experience*

- PSY 411 - Senior Seminar (3)
- PSY 412 - Research Seminar (3)

Note:

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, PSY 489-PSY 499, in lieu of the PSY 411, PSY 412, or PSY 470. Consult your advisor and the catalog for other requirements.

Psychology Electives

May include:

- ANT 375 - Culture & Personality (3)
- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- PSY 470 - Practicum in Psychology (3, 6)

6 Credit Hours

Additional Course Requirements

Students desiring to earn the B.S. degree in Psychology must take two additional courses in the major at the 300- or 400-level

6 Credit Hours

50-56 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica University cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	41-44 Credits
Major Electives	6 Credits
College Electives	15-39 Credits
Total Credit Hours Required For Degree	120 Credits

Psychology (B.S.) - Hegis Code 2001.00

Major in Psychology

(Bachelor of Arts Degree or Bachelor of Science Degree)

Psychology is the scientific study of behavior. While most psychologists are interested primarily in human behavior, many focus much of their research on the behavior of animals. All, however, use carefully controlled methods of observation, such as the survey or the experiment, in their effort to understand behavior. Psychology, like other sciences, seeks to describe, explain, predict and control the events it studies. Thus, psychology attempts to answer questions about the underlying processes that determine the complexity of behavior.

The major in psychology offers a variety of career opportunities in at least three different areas, (1) teaching: university, community college, elementary school; (2) research: social psychologists, psychometrics, industrial/organizational, educational, and experimental psychologists; and (3) public service/professional: clinical, child clinical, counseling, school, and mental health assistant.

Most of the careers require training in addition to a major in psychology, and this curriculum provides a broad background in psychology for those students intending to pursue advanced studies in graduate or professional institutions and to seek employment as psychologists in research, industry, college teaching, clinical applications, and as school psychologists and guidance counselors. Students interested in advanced training should investigate the specific requirements for entrance into their professions or professional schools and carefully plan their pre-professional curricula in consultation with their advisors.

The major in psychology also provides a general liberal education with a diversity of career opportunities for students wishing to seek more immediate employment. Students planning participation in ancillary professions such as social, human, or community services (with no plans for graduate study) should plan their curricula in accordance with their advisors' recommendations and their own particular needs.

The mission of the Psychology Department of Utica University is to provide students with an education that encompasses content information and theoretical approaches in psychology and emphasizes critical thinking, mastery of empirical methodologies and development of strong communication skills. This education prepares students to pursue professional careers and/or post-baccalaureate education in the psychological and behavioral sciences. The department also provides a supportive environment for professional and scholarly activities of its faculty and services the academic community at Utica University with regard to instructional needs in areas related to the psychological sciences.

Students considering public school teaching as a career should refer to the programs in education - see academic programs or download our current catalog.

Total credit hours required for degree: 120

Learning Objectives

Students will be able to:

- Know major concepts in the major subfields of psychology (i.e. clinical, developmental, social/cognitive, neuroscience, learning).
- Apply statistical inference and probabilistic reasoning to problems in psychology.
- Apply the scientific method to sound research design in psychology.
- Communicate psychological concepts clearly and effectively in writing.
- Use American Psychological Association citation style and construct written reports conforming to APA style.

Academic Requirements

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.

Major Course Requirements

- PSY 101 - Introduction to Psychology (3)
- PSY 202 - Advanced General Psychology (3)
- PSY 211 - Statistics in the Behavioral and Social Sciences (3)
- PSY 312 - Research Methods in Psychology (0, 4)
- PSY 406 - History of Psychology (3)

16 Credit Hours

One course from each category: 19 Credit Hours

At least one of these courses must include a psychology laboratory

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Psychopathology (3)
- PSY 383 - Theories of Psychotherapy (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)
- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4) (includes laboratory)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4) (includes laboratory)
- PSY 345 - Drugs, Brain, and Behavior (3)
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4) (includes laboratory)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

Senior Experience*

- PSY 411 - Senior Seminar (3)
- PSY 412 - Research Seminar (3)

Note:

* Students considering graduate study in psychology are encouraged to take two. Students enrolled in the Major Honors in Psychology program must complete the Honors Tutorial, PSY 489-PSY 499, in lieu of the PSY 411, PSY 412, or PSY 470. Consult your advisor and the catalog for other requirements.

Psychology Electives

May include:

- ANT 375 - Culture & Personality (3)
- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- PSY 470 - Practicum in Psychology (3, 6)

6 Credit Hours

Additional Course Requirements

Students desiring to earn the B.S. degree in Psychology must take two additional courses in the major at the 300- or 400-level

6 Credit Hours

50-56 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica University cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	41-44 Credits
Major Electives	6 Credits
College Electives	15-39 Credits
Total Credit Hours Required For Degree	120 Credits

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

(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.

Students* completing the B.S. in psychology-child life may be admitted directly into the M.S. program in childhood education if they meet predetermined criteria. Students should see the Chair of Educator Preparation and Psychology-Child Life for further information.

For placement opportunities, please contact the internship coordinator.

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

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

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

Learning Objectives

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

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.

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

- COM 337 - Health Communication (3)
- PHI 386 - Medical Ethics and Children (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)
- ANT 415 - Cultures, Health, & Healing (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

Core/General Education	34-55 Credits
Major Course Requirements	51 Credits
Major Electives	15 Credits
College Electives	0-20 Credits
Total Credit Hours Required For Degree	120 Credits

Public Relations and Marketing (B.B.A.) - Hegis Code 0699.00 (No longer admitting students - being taught out)

Today's business communication field requires professional communicators to be trained in a variety of practices and tools. Students in the PRM major will learn how to strategically approach the communication needs of an organization by drawing on principles and practices from both the public relations and marketing fields. A strong foundation in business complements the focus on communication by creating an understanding of how an organization operates.

Learning Goals

A graduate will be able to:

Create communication materials that are persuasive, clear and professional.

Demonstrate proficiency in the strategic marketing practices of market segmentation, market targeting and market positioning.

Plan appropriate market research methods, metrics and data analysis techniques.

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.

Public Relations and Marketing

- CMM 188 - Digital Toolkit (3)
  OR
- JLM 276 - Television Story Production (3)

- JLM 365 - Information Design (3)
- PRL 182 - Public Relations (3)
- MKT 211 - Principles of Marketing (3)

- MKT 372 - Tools, Tactics, and Channels (3)
  OR
- PRL 372 - Tools, Tactics, and Channels (3)

- MKT 375 - Research Methods and Metrics (3)

OR

- PRL 375 - Research Methods and Metrics (3)

- PRL 385 - Event Planning and Campaigns (3)
- PRL 408 - Social Media and Influencers (3)
- MKT 481 - Marketing Management (3)
- PRL 482 - Cases in Public Relations Management (3)
- One MKT or PRL Elective at the 300 or 400 level (3)

33 Credits

Business

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- ECN 241 - Statistics (3)

- MAT 124 - Intermediate Algebra (3)
  OR
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
  or
- MAT 201 - Calculus I (3)

- MGT 101 - Introduction to Contemporary Business (3)
- MGT 201 - Principles of Organization and Management (3)
- MGT 470 - Management - Internship (1 to 12) *Must be taken for 3 credits*

33 Credits

Program Credits

Core/General Education	34-55 Credits
Public Relations and Marketing Requirements	33 Credits
Business Requirements	27 Credits
College Electives	0-26 Credits
Total Credit Hours Required For Degree	120 Credits

Sociology and Anthropology (B.A.) - Hegis Code 2208.00 (No longer admitting students - being taught out)

(Bachelor of Arts Degree)

Anthropology and sociology are closely related sciences which seek to understand the human world. With anthropology's emphasis on relationships between human material and symbolic culture, language, and biology, and sociology's emphasis on social institutions and social behavior, the disciplines provide a broad, holistic understanding of the nature of human beings, human cultures, and human social organizations in the United States and across the globe.

The sociology/anthropology major promotes scholarship through a wide range of courses that integrate theory, methodology, and substantive topics; provides independent study opportunities; offers internships for students to apply their knowledge and to prepare for careers, and encourages students to minor in or concentrate their non-major studies in career-related areas.

A major in sociology and anthropology is designed to meet the needs of those who are interested in pursuing domestic - or internationally-focused careers in public and private sectors of social services, business, government, public and global health, criminology, education, museum studies, archaeology, and other careers in problem solving and research in which knowledge of social processes is necessary.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the B.A. will be able to:

- Apply a sociological and anthropological perspective;
- Recognize, assess, and apply the methods of sociological and anthropological research;
- Identify and interpret the major theoretical perspectives in sociology and anthropology;
- Demonstrate an understanding of diversity within and between societies and across geographic regions.

Academic Requirements

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.

Major Course Requirements

- ANT 101 - Introduction to Anthropology (3)
- SOC 151 - Introduction to Sociology (3)
- ANT 205 - Human Beings in Evolutionary Perspective (3)

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

- ANT 312 - Social Science Research Methods (3)
  or
- SOC 312 - Social Science Research Methods (3)

- ANT 405 - Sociology & Anthropology Theory (3)
  or
- SOC 405 - Sociology and Anthropology Theory (3)

- ANT 423 - Senior Seminar (3)
  or
- SOC 423 - Senior Seminar (3)

21 Credits

Major Electives

Select one of the following sets of major electives: Concentration in Archaeology, Criminology, Cultural Anthropology, Gender or General Track.

Archaeology Concentration

Concentration Requirement

- ANT 267 - Introduction to Archaeology (3)

Choose 9 hours of Electives

- ANT 323 - Archaeology of North America and the Caribbean (3)
- ANT 335 - Forensic Anthropology (3)
  or
- ANT 535 - Forensic Anthropology (3)

- ANT 345 - Historical Archaeology (3)
  or
- ANT 545 - Historical Archaeology (3)

- ANT 525 - Ancient Cities (3)
- ANT 527 - Religion in the Ancient World (3)
- Topics Courses, independent studies, and internships as approved by the Chair

Criminology Concentration

Concentration Requirement

- SOC 274 - Criminology (3)

Choose 9 hours of Electives

- SOC 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)
- SOC 376 - Criminological Research Methods (3)
- ANT 335 - Forensic Anthropology (3)
  or
- ANT 535 - Forensic Anthropology (3)
- Topics Courses as approved by the Chair

Cultural Anthropology Concentration

Concentration Requirement

- ANT 397 - Inside Globalization (3)

Choose 9 hours of Electives

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 274 - Cultural Anthropology: Research and Writing (3)
- ANT 300 - Select Topics: Anthropology (1 to 3)
- ANT 351 - Language and Culture (3)
- ANT 362 - Magic & Religion (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- ANT 449 - Anthropology of Aging (3)
- ANT 427 - Contemporary Issues in Mexican Culture (3)
- Topics Course as approved by the Chair

Gender Concentration

Concentration Requirement

- ANT 257 - Introduction to Gender and Sexuality (3)

Choose 9 hours of Electives

- ANT 397 - Inside Globalization (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- ANT 449 - Anthropology of Aging (3)

- SOC 233 - The Family (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- Topics Courses as approved by the Chair

General Track

Choose any 4 courses (12 credit hours) from Anthropology and/or Sociology. Topics courses, independent study courses, and internships may be considered, as approved by the Chair.

Electives

The student must complete sufficient elective courses to earn at least the minimum credit hours required for this degree, and at least 90 credit hours of the 120 required must be in the liberal arts and sciences. At least 18 credit hours in the sociology and anthropology major must be taken at or above the 300 level.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	21 Credits
Concentration	12 Credits
College Electives	32-53 Credits
Total Credit Hours Required For Degree	120 Credits

Spanish (B.A.) - Hegis Code 1105.00 (No longer admitting students - being taught out)

The focus of this major is to master Spanish and learn to apply it to an occupation, a field of study, or other life interests. Students will develop an understanding of the grammar and literature of the Spanish language and the cultures of the people who speak Spanish. The Senior Research Project will combine Spanish with background knowledge from courses in a Major Related Sequence (such as Education, Sociology or Human Rights Advocacy). This major is designed to meet the needs of those students intending to interact with a Spanish-speaking population, be it in business and management, education, social services, journalism, law, travel and tourism, or other fields that require Spanish.

Total credit hours required for degree: 120

Learning Objectives

Students who complete the BA in Spanish will:

- Demonstrate linguistic competency in Spanish
- Recognize and explain different cultural beliefs and practices of the people who speak Spanish

Academic Requirements

Core/General Education: 34-55 Credit Hours

Major Course Requirements

At least 30 credits beyond the 202-level must be taken in Spanish. Prior competency in Spanish must be demonstrated before students are enrolled in courses beyond Spanish 202. It is strongly
recommended that at least 12 of the 300- and 400-level credits be taken abroad in a program approved by the language faculty in conjunction with the Director of International Programs. Students should begin working early with their advisors and with the Office of International Programs to plan for the overseas experience, including the likelihood of additional expense associated with travel.

Required Courses

- SPA 101 - Beginning Spanish I (3) *
- SPA 102 - Beginning Spanish II (3) *
- SPA 201 - Intermediate Spanish I (3) *
- SPA 202 - Intermediate Spanish II (3) *

Senior Project

- SPA 490 - Independent Study (3 to 6)
  (6 credits total)

Culture/ Civilization

One of the following:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)

Conversation

One of the following:

- SPA 227 - Spoken Spanish I (3)
- SPA 327 - Spoken Spanish II (3)

Literature

One of the following:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 388 - Introduction to Literature in Spanish (3)

Advanced Grammar and Composition

- SPA 337 - Spanish Composition and Grammar Review (3)

Electives

Four courses at the 300/ 400 level (1 course may be in translation). Examples:

- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3) **
- SPA 311 - Spanish and Latin American Film (3)
- SPA 315 - Business Spanish (3)
- SPA 404 - Introduction to Applied Spanish Linguistics (3)
  If a topics course, it may be repeated if the topic is different. SPA 311 - Spanish and Latin American Film (3) may be repeated once if the topic is different.

42 Credit Hours

Major Related Courses

Students must complete either Track A or Track B.

Track A: Theoretical Aspects of Cultural Sensitivity

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)
  or
- SOC 252 - Race and Ethnicity (3)

- CMM 325 - Intercultural Communication (3)
  or
- COM 341 - Organizational Communication (3)

Track B: Experiential Track

Students may fulfill the cultural sensitivity requirements by passing the 101/102 sections of a language other than Spanish. Students must have no prior experience with this language.

- Secondary Foreign Language 101 (3)
- Secondary Language 102 (3)

In consultation with the student's advisor, the requirement can be satisfied with:

- ARB 101 - Beginning Arabic I (3)
  or
- ARB 102 - Beginning Arabic II (3)

- CHI 101 - Beginning Chinese I (3)

or

- CHI 102 - Beginning Chinese II (3)

- FRE 101 - Beginning French I (3)
  or
- FRE 102 - Beginning French II (3)

- GER 101 - Beginning German I (3)
  or
- GER 102 - Beginning German II (3)

- ITA 101 - Beginning Italian I (3)
  or
- ITA 102 - Beginning Italian II (3)

- JPN 101 - Beginning Japanese I (3)
  or
- JPN 102 - Beginning Japanese II (3)

- LAT 101 - Beginning Latin I (3)
  or
- LAT 102 - Beginning Latin II (3)

Major Related Sequence

A sequence of courses in another field or combination of fields, as guided by the advisor, designed to complement the major courses. Content from the major related sequence will be integrated into the Senior Research Project (15-21)

Notes:

* It is anticipated that most incoming Spanish Majors will already have completed the equivalent of SPA 101 - Beginning Spanish I (3) and SPA 102 - Beginning Spanish II (3), and possibly SPA 201 - Intermediate Spanish I (3) and SPA 202 - Intermediate Spanish II (3).

**May be repeated once for credit, provided topics are not the same.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	42 Credits
Major Related Course Requirements	6 Credits

Major Related Sequence	15-21 Credits
College Electives	0-23 Credits
Total Credit Hours Required For Degree	120 Credits

Sports Management (B.B.A.) - Hegis Code 0599.00

The Sports Management major prepares graduates for a variety of careers in the growing field of sports and recreation by teaching them to apply business principles and practices to the operation of athletic facilities, events and organizations. Students develop the ability to make effective managerial decisions in the areas of sports marketing, finance, risk management, and human resources. The major combines a solid understanding of core business concepts and a deep knowledge of sports specific competencies to develop in our students the necessary skills and experience to compete for positions in the field of sports management.

Learning Objectives:

Business Program Goals:

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

Sport Management Program Goals:

- Apply fundamental business concepts to the field of sports management
- Demonstrate specific knowledge in the areas of sports management and sports communication.

Academic Requirements

Core/General Education: 34-55 Credit Hours

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Business Foundations

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (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 103 - Survival Skills for Personal Finance (1)
- FIN 333 - Corporate Finance (3)

- MAT 124 - Intermediate Algebra (3)
  or
- MAT 143 - Mathematical Analysis for Business & Economics I (3)
  or
- MAT 201 - Calculus I (3)

- MGT 201 - Principles of Organization and Management (3)
- MGT 325 - Management of Technology (3)
- MGT 371 - Human Resource Management (3)

34 Credit Hours

Sport Management

- ECN 347 - Economics of Sports (3)
- PRL 182 - Public Relations (3)
- SCM 285 - Sports and The Media (3)

- PRL 372 - Tools, Tactics, and Channels (3)
  or
- MKT 372 - Tools, Tactics, and Channels (3)

- SPM 101 - Introduction to Sports Management (3)
- SPM 105 - Sports Industry Practicum I (1-3)
- SPM 205 - Sports Industry Practicum II (1-3)
- SPM 211 - Sports Marketing (3)
- SPM 305 - Sports Industry Practicum III (1-3)
- SPM 397 - Sports Event Planning and Management (3)
- SPM 405 - Sports Industry Practicum IV (1-3)

- MGT 428 - Strategic Management and Leadership (3)
  OR

- SPM 428 - Strategy in Sports Management (3)

- SPM 458 - Sports Law (3)

- SPM 470 - Internship (1 to 12) (must be taken for 3 credits)
  or
  3 credit ACC, BUS, ECN, FIN, MGT, MKT, PRL, or SPM elective at the 300 level or higher

- 6 credits of any 300 level or higher course from ACC, BUS, ECN, FIN, MGT, MKT, PRL, or SPM

  Students must complete a total of at least 6 credits in Practicum courses (SPM 105, SPM 205, SPM 305, and SPM 405)

42 Credit Hours

Program Credits

Core/General Education	34-55 Credits
Business Foundation Requirements	34 Credits
Sports Management	42 Credits
College Electives	0-10 Credits
Total Credit Hours Required For Degree	120 Credits

Students with Disabilities Grade 7-12 Generalist - Hegis Code 0808.00

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion,

and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Students with Disabilities Grade 7-12 Generalist

This is a program of study for candidates who wish to seek certification in Students with Disabilities Grade 7-12 Generalist. Teaching areas open to students at Utica University are English, mathematics, biology, chemistry, physics, economics, history, and sociology/anthropology.

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

- Major in the Liberal Studies, English, Mathematics, Biology, Chemistry, Physics, Economics, History, or Sociology/Anthropology
- Six (6) credit hours of study at the 100 level or above in each of the following: English, History, Mathematics, Sciences. Courses must have been completed within the last six years or may be taken in conjunction with the required courses shown below. Courses must show with a grade of C or above, may be taken at the graduate and/or undergraduate level, and must be approved by the department.
- Six (6) credit hours or the equivalent of study in a language other than English
- Three (3) credit hours in the fine arts

Students seeking social studies certification must take both ECN 141 - Principles of Macroeconomics (3) and POL 101 - Introduction to Politics and American Government (3) or the equivalent and a minimum of twenty-one (21) credit hours in history.

Academic Requirements

- EDU 111 - Introduction to Teaching (1)

- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 327 - Adolescence Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)
- PSY 322 - Adolescence (3)

Student Teaching

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

46 Credit Hours

Teaching English to Speakers of Other Languages Education (Birth - Grade 12)

Education, Programs in

(Preparation for early childhood, childhood, middle childhood, adolescence, teaching English to speakers of other languages, business and marketing education and dual certification in childhood and students with disabilities or adolescence and students with disabilities generalist)

Utica University offers programs in teacher education that lead to certification in several different teaching areas. In order to be certified to teach in New York State, prospective teachers are required to complete a bachelor's degree, including the education program requirements, to pass the mandatory New York State Teacher Certification Examinations, and to meet all other regulations of the New York State Commissioner of Education.

Students interested in a teaching career should plan to consult with an education advisor soon after matriculation to discuss career possibilities, procedures for admission to the education programs and the requirements for completion, and for information about the certification areas available. Some education courses require written permission of the chair for registration.

Courses in the education programs include observation and work in the public schools as well as regular course work. The practical application of the theory and principles of teaching and learning culminates in an assignment to area schools for student teaching in the senior year. It is necessary for students to make plans to set aside one of the semesters of the senior year to devote entirely to student teaching.

There are specific admission and retention criteria and policies, including a minimum 2.75 GPA requirement, for the education programs. Students must achieve a grade of C or better in all courses required for certification. There are also additional requirements associated with student teaching.

Utica University also offers master's programs in education. For more information, consult the Utica University graduate studies catalog.

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Teaching English to Speakers of Other Languages Education (Birth - Grade 12)

The program in teaching English to speakers of other languages is designed to prepare prospective teachers in the prekindergarten, elementary, and secondary grades. This program is open to English majors.

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.

Required Courses

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 302 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)

- EDU 333 - Adolescent English/Language Arts Methods (3)
  or
- EDU 334 - Adolescent Social Studies Methods (3)
  or
- EDU 335 - Adolescent Mathematics Methods (3)
  or
- EDU 337 - Adolescent Science Methods (3)

- PSY 321 - Infancy and Childhood (3)
  or
- PSY 322 - Adolescence (3)

- ANT 101 - Introduction to Anthropology (3)
  or
- SOC 252 - Race and Ethnicity (3)

- ENG 311 - Modern English Grammar (3)
- ENG 316 - Principles and Practice of ESL (3)
- ENG 317 - ESL Through the Subject Areas (3)
- ENG 318 - Introduction to Linguistics (3)

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

55 Credit Hours

Note:

Students in the TESOL program must complete at least 90 credit hours in the liberal arts. Education courses are *not* liberal arts courses. Students should consult as early as possible with their advisor to be sure that they fulfill this requirement.

Teaching Students with Disabilities 7-12 Generalist (B.S.)

HEGIS 0808.00

Program Code 42360 (Bachelor of Science Degree)

The major in Teaching Students with Disabilities 7-12 Generalist leads to a Bachelor of Science (BS) degree and prepares undergraduate students to work with families and teach students with disabilities in Grades 7-12 in New York State schools. The major includes a requirement that the teacher candidate complete study that prepares them with the knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a world language other than English; scientific and mathematical processes; and written analysis and expression.

Teacher candidates pursuing the Teaching Students with Disabilities 7-12 Generalist major must complete courses in psychology-child life (PCL) which, in combination with coursework on the subjects to be taught and pedagogical coursework, ensures that the teacher candidate has the knowledge, skills, and dispositions for supporting students and their families and teaching the New York State Next Generation Learning Standards.

Teacher candidates in this major are required to complete a minimum of 100 hours of observation and work in public school classrooms as well as regular course work prior to student teaching. The practical application of the theory and principles of teaching and learning culminates in an assignment in area schools for student teaching in the senior year. Students must plan to set aside one of the semesters of the senior year to devote entirely to student teaching.

The Teaching Students with Disabilities 7-12 Generalist major includes specific admission and retention criteria and policies. Students must maintain a minimum 2.75 cumulative GPA throughout the entire major and achieve a grade of

C or better in all courses required for teacher certification. Retention criteria and policies can be found in the student handbook

Learning Objectives

- Our degree candidates have a strong knowledge of subject matter.
- Our degree candidates demonstrate pedagogical content knowledge and the ability to use this knowledge to design effective lessons.
- Our degree candidates acquire teaching skills that promote student learning.
- Our degree candidates teach caringly and effectively and are professionals.
- Our degree candidates demonstrate an understanding of effective assessment of learning practices.
- Our candidates have multicultural perspectives and accuracy.
- Our degree candidates use technology effectively.

Academic Requirements

General Education (37 credit hours)

See the General Education Section of this catalog.

Major Course Requirements (52 Credit Hours)

- EDU 111 - Introduction to Teaching (1)
- EDU 201 - Applied Educational Psychology (3)
- EDU 215 - Diversity, Disabilities, and Success (3)
- EDU 301 - Foundations of Literacy (3)
- EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 305 - Foundations of Special Education (3)
- EDU 312 - Practical Teaching Methodologies (3)
- EDU 321 - Foundations of American Education (3)
- EDU 325 - Assessment of Children and Youth with Special Needs (3)
- EDU 327 - Adolescence Special Education Methods (3)
- EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)
- EDU 340 - The Culturally Responsive Sustaining Classroom (3)
- PSY 322 - Adolescence (3)
- PSY 256 - Principles of Behavior Change (3)
- EDU 333 - Adolescent English/Language Arts Methods (3)
- EDU 334 - Adolescent Social Studies Methods (3)
- EDU 335 - Adolescent Mathematics Methods (3)
- EDU 337 - Adolescent Science Methods (3)

Student Teaching (12 credit hours)

- EDU 471 - Student Teaching Seminar (0)
- EDU 475 - Student Teaching I (6)
- EDU 476 - Student Teaching II (6)

Major Related Requirements (15 Credit Hours)

- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PCL 423 - Childhood Disorders (3)
- IST 101 - World Regional Geography (3)
- PSY 101 - Introduction to Psychology (3)

Program Credits

General Education	37 Credits
Major Course Requirements	64 Credits
Major Related Requirements	15 Credits
University Electives	6 Credits
Total Credit Hours Required For Degree	122 Credits

NOTE: *NYSED content core requirements for certification include a minimum of six semester hours in each of the following subject areas: Mathematics, English Language Arts, Social Studies, and Science to ensure sufficient pedagogical skill to teach these subjects. This ensures that candidates have a knowledge base for teaching students with disabilities at the adolescence level the State learning standards as prescribed in Part 100 of the Regulations of the Commissioner of NYS. Students must work with an academic adviser to ensure that this requirement is met. Courses used to meet the University's General Education program may also be used to meet this requirement.*

Therapeutic Recreation (B.S.) - Hegis Code 2199.00 (No longer admitting students - being taught out)

(Bachelor of Science Degree)

Therapeutic recreation (TR) is the use of recreation, leisure, and play to improve or maintain physical, cognitive, social, and emotional functioning to assist individuals in experiencing independent lifestyles and satisfying leisure experiences. Comprehensive TR involves a continuum of service that includes treatment, leisure education, and independent recreation participation. The therapeutic recreation major at Utica University is one of very few programs in the nation that is strictly designed to educate and graduate recreation therapists with a Bachelor of Science degree in therapeutic recreation. Graduates of this program meet the requirements of the National Council on Therapeutic Recreation Certification to take the certification examination and become a Certified Therapeutic Recreation Specialist. The program also is unique in that it is housed in the School of Health Professions and Education, which reflects the clinical-medical aspects of the major as well as the philosophical recreation foundation. Therapeutic Recreation graduates work in physical medicine and rehabilitation, mental and behavioral health, nursing homes and other programs serving older adults, residential care for people with developmental disabilities, youth programs, community based programs for people with and without disabilities...and other areas of professional accomplishment that demand a solid foundation in the liberal arts.

Special Requirements

The student in therapeutic recreation is required to achieve a minimum of C+ in each major course, a C average in major-related courses, and at least a B in the internship experience. Students must comply with the internship site rules and regulations regarding physical examinations and immunizations. Malpractice insurance is required for an internship course.

Learning Objectives

- Students will integrate an understanding of history, service models, theory, ethics, credentials, professional conduct, evidence-based practice, and professional development with therapeutic recreation practice.
- Students will develop competence to individually screen, assess, and systematically collect client data, develop individualized intervention plans, and utilize relevant documentation to track client progress toward attaining goals.
- Students will develop competence in planning, developing, implementing, and evaluating evidence-based therapeutic recreation intervention programs that identify functional outcome goals, modalities, and facilitation techniques used to restore, remediate, or rehabilitate client functioning and lead to the utilization and enhancement of an independent leisure lifestyle.
- Students will acquire specific skills with and knowledge of facilitation techniques in a range of modalities used as interventions for clients with medical and disabling conditions, disorders, and impairments affecting their physical, cognitive, social, emotional, and leisure functioning across the lifespan.
- Students will develop competence in the management, administration, and advancement of the profession of therapeutic recreation.
- Students will integrate an understanding of global society from diverse ethnic and cultural perspectives to enhance understanding of the needs of culturally diversified therapeutic recreation programs.

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.

Major Course Requirements

- TRC 103 - Leadership and Facilitation of Outdoor Recreation Programs (3)
- TRC 104 - Leisure, Health, and Wellness Across Cultures (3)
- TRC 203 - Introduction to Therapeutic Recreation (3)
- TRC 204 - Leadership, Analysis and Modification of TR Interventions (0, 4)
- TRC 323 - Therapeutic Recreation and Physical Health Conditions (3)
- TRC 324 - Therapeutic Recreation and Mental Health Conditions (3)
- TRC 305 - Assessment and Documentation (3)
- TRC 306 - Program Design & Evaluation (3)
- TRC 406 - Organization, Administration, and Advancement of the Therapeutic Recreation Profession (3)
- TRC 413 - Advanced Therapeutic Recreation Processes and Techniques (3)
- TRC 469 - Internship and Examination Preparation (1)

- TRC 470 - Therapeutic Recreation - Internship (12)

44 Credit Hours

Major-Related Course Requirements

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

- BIO 101 - Anatomy & Physiology I (0, 4) *
- BIO 102 - Anatomy & Physiology II (0, 4) *
- PSY 101 - Introduction to Psychology (3) *

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

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

- HLS 445 - Clinical Research (3)
- PCL 375 - Death, Dying and Bereavement (3)
- ANT 415 - Cultures, Health, & Healing (3)
- PSY 361 - Psychopathology (3)
- HLS 381 - Kinesiology (0,3)

- PSY 354 - Cognitive Psychology (0, 4)
  or
- EDU 201 - Applied Educational Psychology (3)

1-3 credit hours of an applied course in FIA, MUS, PED, WAE, or HLS

- IPE 102 - Introduction to Interprofessional Education (1)
  or
- IPE 504 - Interprofessional Practice and Leadership (1)

- IPE 505 - Interprofessional Educational Experience (0-1)

38-41 Credit Hours

Electives

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

Note:

* Students wishing information about the therapeutic recreation retention policy should consult with their academic advisor.

Program Credits

Core/General Education	34-55 Credits
Major Course Requirements	44 Credits
Major Related Course Requirements	38-41 Credits
College Electives	0-7 Credits
Total Credit Hours Required For Degree	123 Credits

Therapeutic Recreation (Certificate)

Therapeutic recreation (TR), also known as recreation therapy (RT), is the use of recreation, leisure, and play to improve or maintain physical, cognitive, social, and emotional functioning to assist individuals in experiencing independent lifestyles and satisfying leisure experiences. The certificate in therapeutic recreation provides students in majors other than therapeutic recreation with skills and knowledge in assessing, developing, and implementing individualized intervention programs, and utilizing facilitation techniques in a range of modalities for clients with medical and disabling conditions, disorders, and impairments. These abilities support learning in other health science majors and prepare students for work in a variety of human service professions.

This certificate program alone is not designed to lead to professional licensure in New York State (NYS), nor does it prepare students to practice a restricted scope in any profession licensed by NYS. Students who wish to pursue the National Council on Therapeutic Recreation Certification (NCTRC) will be required to take additional coursework, specifically TRC 469 Internship and Examination Prep and TRC 470 Internship in Therapeutic Recreation, in order to be eligible for national certification through NCTRC. Information on specific paths to certification, and the requirements placed on students by various states, should be discussed with the TR program chair and can be also be found on the NCTRC website.

Learning Objectives

Students will

- develop competence to individually screen, assess, and systematically collect client data, develop individualized intervention plans, and utilize relevant documentation to track client progress toward attaining goals.
- develop competence in planning, developing, implementing, and evaluating evidence-based therapeutic recreation intervention programs that identify functional outcome goals, modalities, and facilitation techniques used to restore, remediate, or rehabilitate client functioning and lead to the utilization and enhancement of an independent leisure lifestyle.
- acquire specific skills with and knowledge of facilitation techniques in a range of modalities used as interventions for clients with medical and disabling conditions, disorders, and impairments affecting their physical, cognitive, social, emotional, and leisure functioning across the lifespan.

Admissions Requirements

A total of 18 semester hours or 24 quarter hours of support coursework with a minimum of: (i) three (3) semester hours or four (4) quarter hours coursework in the content area of anatomy and physiology; (ii) three (3) semester hours or four (4) quarter hours coursework in the content area of abnormal psychology; and (iii) three (3) semester hours or four (4) quarter hours coursework in the content area of human growth and development across the lifespan. The remaining semester hours or quarter hours of coursework must be fulfilled in the content areas of social sciences and humanities.

Required Courses

These six (6) required courses (19 credit hours) meet the criteria for specific therapeutic recreation content required by NCTRC to become a CTRS.

- TRC 203 - Introduction to Therapeutic Recreation (3)
- TRC 204 - Leadership, Analysis and Modification of TR Interventions (0, 4)
- TRC 305 - Assessment and Documentation (3)
- TRC 306 - Program Design & Evaluation (3)
- TRC 406 - Organization, Administration, and Advancement of the Therapeutic Recreation Profession (3)
- TRC 413 - Advanced Therapeutic Recreation Processes and Techniques (3)

19 Credits

Wellness and Adventure Education (B.S.) - Hegis Code 1201.00 (No longer admitting students - being taught out)

(Bachelor of Science Degree)

The Wellness and Adventure Education program educates students to provide and manage fitness and health promotion programs as well as includes introductory coursework related to physical and health education teacher certification. Students who wish to work with children in kindergarten through 12th grade should select the Teacher Education track. This is the first of two programs which prepares students to become coaches and eligible for certification as physical education and health education teachers (see the Master's Degree in Education which completes this preparation). The Corporate Wellness Track prepares students to become fitness professionals and apply physical and health promotion strategies to clients of all ages in businesses and organizations. Students will be taught a range of methods by which health promotion can be achieved.

The Wellness and Adventure Education program emphasizes adventure education, which involves structured learning

exercises characterized by perceived risk or challenge (including low and high ropes courses) and reflection. Students in the Teacher Education and Corporate Wellness tracks participate in some or all of the adventure education courses to develop the skills needed to create meaningful, effective, and safe learning experiences in their respective disciplines. Please note that both the Teacher Education track the Corporate Wellness track require moderate physical activity including, but not limited to, running, jumping, climbing, and tumbling. All students are required to meet the departmental code of professional conduct (see program website for details).

Students in the Corporate Wellness Track must earn a C or better in all major and major-related classes. To graduate, a cumulative GPA of 2.75 is required. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics (see: http://www.cnheo.org/ethics.html). During fieldwork and internships, they also are required to follow site policies and procedures including those related to physical examinations and immunizations. Malpractice insurance is required for internships.

Students in the Teacher Education Track will be admitted into the dual degree program as first-year students and must maintain a minimum GPA of 2.75 in their first two years and have a GPA of 3.0 at the end of their Junior Year. A minimum GPA of 3.0 is required in year 4. Students must earn a C or better in all major and major-related classes. Throughout their education, students are required to follow the Coalition of National Health Education Organizations Code of Ethics and the National Association for Sport and Physical Education Code of Conduct for P-12 Physical Education Teachers. During fieldwork, they also are required to follow site policies and procedures including those related to physical examinations and immunizations.

Students in the Corporate Wellness and Teacher Education Tracks who do not meet the grade, ethics, or fieldwork/internship site requirements may be removed from the Wellness and Adventure Education program. Such decisions are made by the program's full-time faculty and Chair. Students who wish to appeal the decision of the Wellness and Adventure Education program may do so to the Academic Standards Committee. Students who wish to appeal the decision of the Academic Standards Committee may do so to the Provost.

Learning Objectives

- To assess participants' health and design effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To implement effective and safe programs which promote physical, intellectual, emotional, and social well-being.
- To develop leadership skills necessary for transforming activity into positive behavior change.
- To modify programs and leadership skills to enable people with disabilities to participate in and benefit from programming.
- To demonstrate proficiency in skills related to fitness, health education, and adventure education.
- To evaluate outcomes such as program effectiveness and participant well-being.

Academic Requirements

See Core section of this catalog.

Core: 34-55 Credit Hours

Major Course Requirements

- WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)
- WAE 105 - Outdoor Sports (2)
- WAE 143 - Adventure Programing and Basic Group Facilitation (3)

- WAE 206 - Physical Health and Wellness (3)
- WAE 233 - Fundamentals of Coaching (2)
- WAE 243 - Foundations of Exercise Science (3)
- WAE 244 - Technical Skills for Adventure Programing (3)
- WAE 248 - Injury Care and Prevention (3)
- WAE 307 - Community and Consumer Health (3)
- WAE 313 - Biomechanics (3)
- WAE 348 - Adventure Programming for Social Emotional Learning (3)

31 Credit Hours

Corporate Wellness Track

- WAE 354 - Workplace Health Promotion (3)
- WAE 355 - Health/Fitness Trainer Methods (3)
- WAE 356 - Principles of Strength and Conditioning (3)
- WAE 454 - Organization and Administration of Wellness Programs (3)
- WAE 467 - Exercise Testing and Prescription (3)
- WAE 470 - WAE Internship Preparation (1)
- WAE 480 - Corporate Wellness - Internship (12)

28 Credit Hours

Electives

- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- PXW 107 - Net & Racquet Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)

- Physical Education - Program Elective (1-4) (Choose from the following)
    - PED 107 - Physical Training (1)
    - PED 115 - Fitness (1)
    - PED 120 - Aerobics (1)
    - PED 140 - Advanced Fitness (1)
    - PED 145 - Weight Training (1)
    - PED 170 - Self-Defense (1)
    - PED 175 - Cardio Kickboxing/TB (1)
    - PED 190 - Weight Training (1)
    - PED 195 - Yoga (1)
    - PED 203 - Aerobic Dance (1)
    - PED 215 - Jazz Dance (1)
    - PED 220 - Martial Arts/Aikido (1)

4 Credit Hours

Teacher Education Track

- EDU 111 - Introduction to Teaching (1)
- EDU 301 - Foundations of Literacy (3)
- EDU 312 - Practical Teaching Methodologies (3)

- BIO 112 - Human Sexuality (3)
  or
- PSY 207 - Human Sexuality (3)

- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)
  or
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
  or
- ANT 415 - Cultures, Health, & Healing (3)

- WAE 103 - Aesthetic and Aquatic Sports (2)
- WAE 106 - Target Sports (2)
- PXW 107 - Net & Racquet Sports (2)
- WAE 108 - Striking/Fielding Sports (2)
- WAE 113 - Passing Sports (2)
- WAE 333 - Adapted Physical Education and Fitness (3)
- WAE 361 - Pre K-6 Physical Education (3)
- WAE 365 - 7-12 Physical and Health Education (3)
- WAE 413 - Motor Development (3)

Optional Non-credit Bearing or Credit Bearing Workshop/Class

- PED 210 - Lifeguard Training (0, 1)

35 Credit Hours

Major Related Course Requirements

- BIO 101 - Anatomy & Physiology I (0, 4)
- BIO 102 - Anatomy & Physiology II (0, 4)
- BIO 205 - Human Nutrition (3)
- CHE 211 - General Chemistry I (0,4)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- MAT 107 - Excursions in Mathematics (3)
- MAT 112 - Basic Statistics (3)

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

- PSY 101 - Introduction to Psychology (3)

- PSY 223 - Life Span Developmental Psychology (3)
  or

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

- SOC 312 - Social Science Research Methods (3)
  or
- HLS 445 - Clinical Research (3)

36 Credit Hours

Program Credits

Core	34-55 Credits
Major Course Requirements	31 Credits
Major Related Course Requirements	36* Credits
Corporate Wellness Track	28 Credits
Teacher Education Track	35 Credits
Major Electives	0-4 Credits
Total Credit Hours Required For Degree	126-133 Credits

* 24 Major Related credits also satisfy Core.

Minor

Accounting (Minor)

The Accounting minor is intended to introduce students in Business and other majors to the discipline of accounting. Understanding accounting can be beneficial to those who want to integrate their liberal arts studies with professional experience. The expertise gained is important for entrepreneurs and for many business jobs, especially in small businesses that require the ability to interpret accounting reports and discuss them with accountants and/or management. The accounting minor will develop these skills.

Total credit hours required for minor: 15

Academic Requirements

Required (6 credits)

- ACC 201 - Financial Accounting (3)
- ACC 202 - Managerial Accounting (3)

Electives

(9 credits)

Any 3 Accounting courses at the 300 level or higher. Students considering admission to Utica University's MBA in Professional Accounting should choose the 3 electives from ACC 301 , ACC 302, ACC 344 and ACC 411 .

Africana Studies Minor

The Africana Studies minor is designed to provide students with an integrated understanding and appreciation for the African, African American, Caribbean, and other African Diaspora experiences in their diverse dimensions. Courses in the minor will provide students with a general interdisciplinary understanding of the field as well as an opportunity for regional and/or disciplinary concentrations. Students are encouraged to pursue study abroad to enhance their understanding of African diasporic experiences.

Total credit hours required for minor: 18

Learning Objectives

Africana Studies Majors/Minors will be able to

1. identify a thesis in another writer's work.

2. identify and use relevant research materials

3. identify and formulate an argument and research question based on critical thinking and contextual analysis

4. communicate clearly

Academic Requirements

One of the following:

- HIS 135 - Introduction to The African Diasporic Experience (3)
  OR
- HIS 334 - History of Colonial Africa (3)

3 Credit Hours

5 in Africa, African American, or African Diasporic centered courses

Three courses must be at the intermediate and/or upper level, i.e. 300 or 400 level. One must be writing intensive

- HIS 235 - Methods and Key Themes in African American History Since Reconstruction (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)

- HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)
- HIS 380 - North Africa, Islam, and the Middle East in Historical Perspective (3)
- HIS 388 - African International Relations in Historical Perspective (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)
- HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)
- ENG 392 - African American Literature (3)
- ANT 323 - Archaeology of North America and the Caribbean (3)
- ANT 397 - Inside Globalization (3)
- PHI 355 - African American Political Philosophy (3)
- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)
- THE 365 - Black Feminisms Onstage (3)
- THE 457 - Theatres of the African Diaspora (3)

15 Credit Hours

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)
- POL 332 - Public Administration (3)
- MGT 101 - Introduction to Contemporary Business (3)
- PHI 385 - Healthcare Ethics (3)
- PSY 237 - Group Dynamics - Introduction to Group Development & Group Process (3)
- PSY 327 - Adulthood and Aging (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
- TRC 315 - Leisure, Health and Wellness (3)

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

9 Credit Hours

Anthropology (Minor)

Anthropology is a holistic science of humankind, which combines the social sciences, natural sciences, and humanities to answer questions and solve problems regarding past, present, and future human life. Anthropologists seek to understand the diversity of past and present societies, as well as the nature of humans as a species. Anthropologists also help to address pressing social, medical, political, and environmental concerns in the United States and abroad. This minor is designed to expose students to understanding applications of anthropology to a variety of career interests, such as health sciences, education, counseling, criminal justice, human resources, business, management, and social work.

Total credit hours required for minor: 15

At least 9 credit hours must be at the 300 level or above.

Academic Requirements

Required (3 credit hours)

- ANT 101 - Introduction to Anthropology (3)

Elective (12 credit hours)

Choose any 4 courses that have an ANT prefix (3 of them must be at the 300 level or higher)

15 Credit Hours

Chemistry (Minor)

The minor in chemistry may be used by students wishing further to explore and formalize their studies in this discipline. This minor should be considered by any nonchemistry major who is interested in a career in science teaching, medicine or other health professions, patent law, forensic laboratory, science, or technical sales.

Total credit hours required for minor: 21

Academic Requirements

- CHE 211 - General Chemistry I (0,4)
- CHE 212 - General Chemistry II (0,4)
- CHE 331 - Organic Chemistry I (0,4)
- CHE 332 - Organic Chemistry II (0,4)
- Chemistry electives - 300 or 400 level (5)

21 Credit Hours

Communication Arts (Minor)

The minor in communication arts is designed to provide students in other majors with an opportunity to develop their understanding of the communication process and to refine specific communication competencies. Students concerned with preparing themselves to begin a career upon graduation may focus on learning more about the critical role of information and communication in the operation of organizations, and on developing the skills necessary in order to communicate effectively with other people. Those students who are interested in pursuing graduate work may complement their major area of study with an understanding of human interaction from a communication perspective.

Total credit hours required for minor: 18

Academic Requirements

6 Credit Hours

One of the following courses: 3 Credit Hours

- CMM 303 - Storytelling (3)
- COM 403 - Argumentation (3)

3 credit Hours

One of the following courses: 3 Credit Hours

- COM 341 - Organizational Communication (3)
- COM 411 - Communication Theory (3)

3 credit Hours

Two electives: six hours of Communication Arts courses at the 300-400 level

6 Credit Hours

Computer Science (Minor)

The minor in computer science is intended to introduce students in other majors to the discipline of computer science. Appropriate choices of upper level electives can be made that reflect their interest within the discipline.

Total credit hours required for minor: 19

Academic Requirements

- CSC 101 - Computer Science I (0,3)
- CSC 102 - Computer Science II (0,3)
- CSC 201 - Discrete Mathematics (4)
- Computer Science - 300/400 level electives (9)

19 Credit Hours

Creative Arts (Minor)

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

- HUM 115 - Introduction to Creativity (3)

- FIA 340 - Portfolio Workshop (1)
  or

- FLM 340 - Portfolio Workshop (1)
  or
- HUM 340 - Portfolio Workshop (1)
  or
- MUS 340 - Portfolio Workshop (1)
  or
- THE 340 - Portfolio Workshop (1)

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)

- FIA 340 - Portfolio Workshop (1) *(may be taken 3 additional times)*
- FLM 340 - Portfolio Workshop (1) *(may be taken 3 additional times)*
- HUM 340 - Portfolio Workshop (1) *(may be taken 3 additional times)*
- MUS 340 - Portfolio Workshop (1) *(may be taken 3 additional times)*
- THE 340 - Portfolio Workshop (1) *(may be taken 3 additional times)*
- Any THE, MUS, FIA, or FLM classes (1 to 3)
- ENG 147 - Introduction to Creative Writing (3)
- COM 130 - WPNR Practicum (1)
- COM 300 - Topics in Communication Arts (3) *(with minor advisor approval, in consultation with program chair)*
- COM 313 - Performance Studies (3)
- COM 426 - Theories of Visual Communication (3)
- CMM 188 - Digital Toolkit (3)
- CMM 303 - Storytelling (3)
- JLM 130 - Tangerine Practicum (1)
- JLM 133 - UticaTV Practicum (1)
- JLM 276 - Television Story Production (3)
- JLM 307 - Documentary Filmmaking (3)
- JLM 372 - Essentials of News Photography (3)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 373 - The Novel (3)
- ENG 374 - Forms and Art of Poetry (3)
- ENG 405 - Adv Nonfiction Workshop (3)
- ENG 406 - Advanced Fiction Workshop (3)
- ENG 407 - Advanced Poetry Workshop (3)

Total: 16 Credit Hours

Creative Writing (Minor)

The minor in creative writing is designed to provide an added area of competency for students. It entails the study of creative writing in multiple genres as well as the literary traditions of short fiction, the novel, and poetry. In addition to the personal value this minor will have for any student, it will help students preparing for many professions as they develop their communication and rhetorical skills and practice thinking creatively. In workshops, students learn how to critique effectively their own and others' writing. Students should consult their major advisers about the appropriateness of this minor for their majors.

Total credit hours required for minor: 15

Academic Requirements

Choose three of the following courses:

- ENG 147 - Introduction to Creative Writing (3)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 405 - Adv Nonfiction Workshop (3)
- ENG 406 - Advanced Fiction Workshop (3)
- ENG 407 - Advanced Poetry Workshop (3)
  and
- 3 credits of ENG or LIT (excluding ENG 100-101-102)
  and
- 3 credits of ENG or LIT at 300-level or above

15 Credit Hours

Criminal Intelligence Analysis (Minor)

Criminal Intelligence Analysis explores the field of criminal intelligence, such as assessing evidence, analyzing intelligence data and making it a useful tool for law enforcement, and examining the links between criminal activity and organized crime.

Total credit hours required for minor: 15

Academic Requirements

- CRJ 103 - Introduction to Criminal Justice (3)
- CRJ 313 - Gangs, Street Crimes, and Criminal Networks (3)

Choose one:

- CRJ 314 - Criminal and Forensic Investigation (3)
  or
- CRJ 382 - Leadership in Criminal Justice (3)

Choose one:

- CRJ 327 - Assessing Evidence in Criminal Justice (3)
  or

- CRJ 358 - Criminal Intelligence (3)
  or
- CRJ 373 - Crime Mapping and Intelligence-Led Policing (3)

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

15 Credit Hours

Criminal Justice (Minor)

The minor in Criminal Justice may be used by students who want to explore and formalize their studies in this discipline. This minor should be considered by any noncriminal justice major who is interested in a career related to the field of criminal justice, such as social work, psychology, law, and government.

Total credit hours required for the minor: 15

Academic Requirements

- CRJ 103 - Introduction to Criminal Justice (3)

Select one:
- CRJ 212 - Policing Communities (3)
- CRJ 221 - Issues in Juvenile Justice (3)
- CRJ 224 - Incarceration and Community Corrections (3)
- CRJ 235 - Courts and Due Process (3)
- CRJ 351 - International Criminal Justice Systems: Issues and Comparisons (3)

Select one:
- FCM 232 - Financial Crime Theory (3)
- CRJ 250 - Community Corrections and Sentencing Alternatives (3)
- CRJ 305 - International and Domestic Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 311 - Emergency Management (3)
- CRJ 313 - Gangs, Street Crimes, and Criminal Networks (3)
- CRJ 321 - Crimes of the Powerful (3)
- CRJ 324 - Violence in the Workplace (3)
- CRJ 382 - Leadership in Criminal Justice (3)
- CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)

Select one:
- CRJ 314 - Criminal and Forensic Investigation (3)
- FCM 334 - Financial Crime Investigation (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- FCM 347 - Fraud Prevention and Detection Technologies (3)

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

Select one:

- CRJ 274 - Theory- and Evidence-based Crime Policy (3)
- CRJ 327 - Assessing Evidence in Criminal Justice (3)
- CRJ 358 - Criminal Intelligence (3)
- CRJ 373 - Crime Mapping and Intelligence-Led Policing (3)

15 Credit Hours

Note

At least 6 credits must be above the 200 level.

Cybersecurity (Minor)

The Cybersecurity Minor provides students from all majors with an opportunity to learn about the ever-growing field of cybersecurity. The overarching goal of the proposed minor is to educate individuals in such a way that they understand how to legally and ethically deal with sensitive information in a variety of settings where security and privacy of information are prime requirements. Knowing what the major cybersecurity issues, problems and technologies are and what the major trends in cybercrime are can be a major advantage for contemporary graduating students from a variety of fields.

Total credit hours required for minor: 18

Academic Requirements

- CYB 101 - Introduction Into Cybersecurity (3)
- CYB 107 - Computer Hardware and Peripherals (3)
- CYB 205 - Software Foundations for Cybersecurity (3)
- CYB 233 - Information Security (3)
- CYB 348 - Information Assurance Risk and Compliance (3)
- CYB 355 - Digital Forensics I (3)

18 Credit Hours

East Asian Studies (Minor)

The East Asian studies minor is a multidisciplinary exploration of the history, politics, and culture of East Asia. Designed for any student with an interest in East Asia, this program is particularly beneficial to students whose career path requires a knowledge of East Asia's rich history and culture, e.g., majors in history, international studies, political science, sociology and anthropology, as well as business, management, and marketing, science, and health studies majors, and related fields.

The minor consists of 18 credits, six courses at the 200-level and higher in History, International Studies, and/or Political Science, two courses each focusing on China, Japan, and Korea. Chinese, Japanese, or Korean language courses are beneficial and recommended for students who intend to further pursue their interests in, or East Asia-related

careers, but are not required. Select topics should have HIS, IST, or POL prefixes; others may be applicable. Please consult the program for advising.

Note: Four of the six courses should be at the 300-level or higher.

Select two:

- HIS 343 - Modern Japan (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- HIS 348 - Business and Society in East Asia (3)
- HIS 353 - Japanese History and Culture Through Film (3)
- HIS 357 - Japan in the Age of the Warrior (3)
- HIS 547 - Japanese Imperialism and the Pacific War (3)
- IST 247 - Japanese Civilization and Culture (3)
- IST 471 - Japanese Studies - Internship (3)
- Select Topics Courses in HIS, IST, or POL at the 200-level or higher

Select two:

- HIS 344 - Modern China (3)
- IST 225 - Chinese Civilization and Culture (3)
- IST 226 - Traditional Chinese Medicine (3)
- IST 323 - Civil Society in Cyberspace: The Internet in China (3)
- Select Topics Courses in HIS, IST, or POL at the 200-level or higher

- IST 378 - Chinese Politics (3)
  OR
- POL 378 - Chinese Politics (3)

Select two:

- HIS 383 - Modern Korea (3)
  OR
- IST 383 - Modern Korea (3)
  OR
- POL 383 - Modern Korea (3)

- POL 384 - International Relations of the Two Koreas (3)
- Select Topics Courses in HIS, IST, or POL at the 200-level or higher

Economics (Minor)

The minor in economics is designed to provide students with a basic understanding of economic concepts and processes. The capstone course gives students the opportunity to apply the tools of economics to an issue central to their majors. Although open to all, the minor is especially relevant for students in pre-law, government, journalism, and psychology programs.

Total credit hours required for minor: 15

Academic Requirements

- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)

Elective Courses

Choose nine credits from Economics (ECN prefix) courses 300 level or higher.

15 credits

Education (Grades 1-6) (Minor)

The Education minor consists of five 500-level courses that are required for a master's program in Education, leading to Childhood 1-6 Certification. This minor is designed for undergraduate non-Education majors to complete graduate coursework should they decide to pursue a master's in Education, Childhood 1-6, at Utica University. Completion of this minor as an undergraduate accelerates the time to completion of the graduate program for Utica University students.

Program Learning Goals - Educator Preparation Program

Our degree candidates have:

1. A strong knowledge of subject matter.

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

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

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

5. Our candidates know how to learn.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively.

Academic Requirements

- EDU 501 - Foundations of Literacy (3)
- EDU 502 - Literacy and Comprehension: Grades 1-6 (3)
- EDU 521 - Foundations of American Education (3)
- One 500 level or higher course in ANT, BIO, CMM, CHE, ENG, GOL, HIS, MAT, PHI, PHY, or SOC (3 credits)

  Choose one of following three:

- EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)

OR

- EDU 544 - Science and Technology Methods: Grades 1-6 (3)
  OR
- EDU 545 - Mathematics Methods: Grades 1-6 (3)

15 Credit Hours

Education (Grades 7-12) (Minor)

The Education minor consists of five 500-level courses that are required for a master's program in Education, leading to Adolescent 7-12 Certification. This minor is designed for undergraduate non-Education majors to complete graduate coursework should they decide to pursue a master's in Education, Adolescent 7-12, at Utica University. Completion of this minor as an undergraduate accelerates the time to completion of the graduate program for Utica University students.

Program Learning Goals - Educator Preparation Program

Our degree candidates have:

1. A strong knowledge of subject matter.

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

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

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

5. Our candidates know how to learn.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively.

Academic Requirements

- EDU 501 - Foundations of Literacy (3)
- EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)
- EDU 521 - Foundations of American Education (3)
- EDU 512 - Practical Teaching Methodologies (3)
- A 500 level course within the subject area that the candidate intends to pursue certification (ANT, BIO, CHE, ENG, GOL, HIS, SOC, POL, MAT, PHI and PHY)

15 Credit Hours

English Language (Minor)

The minor in English Language is designed to provide an added area of competency for students and entails the study of language theory and structure and offers the opportunity for practical application of theoretical concepts. While the

minor is offered under the auspices of the School of Arts and Sciences, it includes language-related courses offered in other schools as course options.

Because many professions require an understanding and effective use of language, this minor will be helpful to students preparing for various careers, both in terms of increasing their linguistic competence and in gaining employment. Students interested in minoring in English language should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18

Academic Requirements

- ENG 311 - Modern English Grammar (3)
- ENG 318 - Introduction to Linguistics (3)
- ENG 408 - History of the English Language (3)

9 Credit Hours

One or two of the following courses: 3-6 Credit Hours

- ENG 245 - Major Figures in English Literature: Through the 18th Century (3)
- ENG 303 - Perspectives on Traditional Grammar (3)
- ENG 316 - Principles and Practice of ESL (3)
- ENG 317 - ESL Through the Subject Areas (3)
- ENG 335 - Literature of the Tudor Period (3)
- ENG 336 - Literature of the Early Stuart Period (3)
- ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)
- ENG 367 - Shakespearean Drama (3)

Optional Courses

One or two of the following courses: 3-6 Credit Hours

- JLM 363 - Magazine Article Writing (3)
- ENG 304 - Writing with Purpose (3)
- ENG 313 - American Social Dialects (3)
- ENG 315 - Professional Writing (3)

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)

18 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)
  or
- CMG 103 - Introduction to Construction Management (3)
  or
- MGT 103 - Introduction to the Business of Health Care (3)
  or
- SPM 101 - Introduction to Sports Management (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)

Film Studies (Minor)

The minor in film studies is designed to enhance students' understanding of film as an art form and as an embodiment of cultural developments. In an age when we are bombarded with information, in-depth study of the cinema is an appropriate means of enhancing our visual and cultural literacy.

The minor in film studies will be of use to those who are interested in studying film at the graduate level and those in such fields as communications, teaching, English, the fine arts, public relations, journalism, and history.

Total credit hours required for minor: 15

Academic Requirements

- FLM 201 - Introduction to Film Studies (3)

Choose twelve credits from the following:

- FLM 300 - Film Genres (3)
- FLM 301 - Film and Literature (3)
- FLM 303 - Black Cinema (3)
- FLM 304 - Women and Film (3)
- FLM 305 - Sports in Film (3)
- FLM 306 - Short Digital Filmmaking (3)

- FLM 307 - Documentary Filmmaking (3)
  or
- JLM 307 - Documentary Filmmaking (3)

- FLM 310 - The Motion Picture (1)
  or
- COM 310 - The Motion Picture (1) *

- FLM 311 - Spanish and Latin American Film (3)
  or
- SPA 311 - Spanish and Latin American Film (3)

- FLM 313 - French Film (3)
  or
- FRE 311 - French Film (3)

- FLM 324 - Race, Ethnicity, and Film (3)
- FLM 335 - Gender and Film (3)
- FLM 400 - Select Topics: Film (3)
- COM 426 - Theories of Visual Communication (3)

  *For COM 310 to apply to the Film Minor, it must be taken for credit.

12 Credit Hours

Finance (Minor)

The minor in finance is designed for the non-finance major students who are interested in pursuing a career path or expanding their knowledge in finance in general or other specific finance related fields, such as investment, financial institutions, and risk management & insurance. Non-business major students, especially those with natural science background in math, biology, and computer science can find this minor expanding their career choices.

Total credit hours required for minor: 15

Academic Requirements

Required Courses

- ACC 201 - Financial Accounting (3)
- ECN 131 - Principles of Microeconomics (3)
- FIN 333 - Corporate Finance (3)

Elective Courses

Choose six credits from Finance (FIN prefix) courses 300 level or higher.

15 Credits

Fraud and Financial Crime Investigation (Minor)

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

Total credit hours required for minor: 15

Academic Requirements

Students should take the following courses in order listed below:

- CRJ 103 - Introduction to Criminal Justice (3)
- FCM 232 - Financial Crime Theory (3)
- FCM 334 - Financial Crime Investigation (3)

Select one:

- CRJ 335 - Cybercrime Law and Investigations (3)
- FCM 336 - Information Privacy (3)

- FCM 343 - Law of Financial Crime (3)

15 Credit Hours

French (Minor)

French is of particular interest to those studying the civilizations and current affairs of Canada, Europe, and Africa. For its cultural and practical value, the study of French generally is recommended to all prospective graduate students and to students in certain career and liberal arts areas (e.g., international business, international studies, philosophy, political science, and education).

Total credit hours required for minor: 15

Academic Requirements

Select a maximum of 2 courses (6 credts) from the following:

- FRE 201 - Intermediate French I (3) (If taken at Utica University)
- FRE 202 - Intermediate French II (3) (If taken at Utica University)
- FRE 237 - French Conversation and Grammar Review (3)
- FRE 288 - Introduction to French Literature (3)

Select a minimum of 3 courses (9 credits) from the following:

- FRE 300 - Topics in French and Francophone Cultures and Literatures (3)
- FRE 311 - French Film (3)
- FRE 327 - Spoken French (3)
- FRE 337 - Advanced French Composition and Grammar Review (3)
- FRE 347 - French Civilization and Culture (3)
- FRE 388 - Masterpieces of French Literature (3)
- FRE 490 - Independent Study (3 to 6)

15 Credit Hours

Gender Studies (Minor)

The minor in gender studies enables students to develop a critical awareness of socially and culturally formed gender patterns and the intersection of gender with other relations of power, such as sexuality, race, class, nationality, religion, marital status, and age.

Gender studies is an interdisciplinary academic field that draws on feminist, gender, and queer theories and scholarship to analyze the experiences, perspectives, and contributions of people in various cultural settings and time periods, including men, women, trans, intersexed, and gender nonconforming individuals.

Completion of the minor strengthens students' preparation for further work in fields including gender studies, women's studies, law, public and international affairs, social sciences, the humanities, communications, and the arts. Students also gain a foundation for understanding the social, intellectual, and political forces that shape their personal and professional lives.

For more information about the gender studies minor, please contact the Gender Studies advisor.

Total credit hours required for minor: 18

At least 9 credit hours must be at the 300 level or above.

Note: Certain topics courses (COM 300, ENG 145, ENG 305, ENG 306, ENG 400, HIS 300, and LIT 400) may fulfill elective requirements, depending on the topic offered. Consult with the gender studies advisor to determine if current topics offerings are appropriate.

Academic Requirements

- ANT 257 - Introduction to Gender and Sexuality (3)

- SOC 423 - Senior Seminar (3)

or

- ANT 423 - Senior Seminar (3)

Electives

Choose 12 credits from the following and at least one course from each category.

Gender in Health and Human Development

- ANT 101 - Introduction to Anthropology (3)
- ANT 375 - Culture & Personality (3)
- ANT 415 - Cultures, Health, & Healing (3)
- BIO 112 - Human Sexuality (3)
- ANT 449 - Anthropology of Aging (3)
- HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)
- HLS 245 - Human Development Across the Life Span (3)
- HLS 309 - Medical Conditions and Implications (3)
- PSY 322 - Adolescence (3)

Gender in Social Context

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 397 - Inside Globalization (3)

- ANT 351 - Language and Culture (3)
  or
- ENG 351 - Language and Culture (3)

- ANT 362 - Magic & Religion (3)
- ANT 551 - Contemporary Issues of Native American Life (3)
- COM 301 - Advanced Interpersonal Communication (3)
- ENG 394 - Queer Literature (3)
- FLM 335 - Gender and Film (3)
- HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)
- LIT 347 - Women and Literature (3)
- POL 347 - Race and Gender in the Law (3)
- PSY 331 - Social Psychology (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 225 - Social Problems (3)
- SOC 233 - The Family (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- SOC 405 - Sociology and Anthropology Theory (3)

- SOC 552 - Minority Experience in American Society (3)
- THE 365 - Black Feminisms Onstage (3)

Geoscience (Minor)

A competence in geology and the other earth sciences may enhance the career possibilities of primary and secondary school teachers and individuals pursuing graduate opportunities or employment in other science fields, such as chemistry, biology and physics. The Geoscience Minor is also appropriate for majors in economics, politics, anthropology/sociology who anticipate careers in government or industry that will involve issues of public policy concerning the environment.

Minimum credit hours required for minor: 18-20 *(at least 9 at or above 300- level).*

Academic Requirements

- GOL 225 - Physical Geology (0,4) *
- GOL 226 - Historical Geology (0,4)

8 Credit Hours

Remaining credits

(10-12 total; minimum of 9 at or above 300-level) to be selected from the following;

- GOL 115 - Introduction to Oceanography (3)
- GOL 313 - Introduction to Paleobiology (0,4)
- GOL 323 - Hydrology and Society (0,4)
- GOL 325 - Mineralogy (0,4)
- GOL 326 - Petrology: Rocks and Environments (0,4)
- GOL 333 - Weather and Climate (0,4)
- GOL 343 - Geomorphology (0,4)
- GOL 373 - Sedimentology and Stratigraphy (0,4)
- GOL 390 - Independent Study (1 to 6)
- GOL 398 - Structural Geology and Tectonics (0,4)
- GOL 405 - Earth System Science (3)
- GOL 410 - Geoscience Seminar and Current Topics (1)
- GOL 450 - Research in Geoscience (1 to 6)
- GOL 460 - Field Experience in Geoscience (3 to 6)
- GOL 470 - Geoscience - Internship (0 to 12)
- ENV 201 - Introduction to Environmental Issues (3)
- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- BIO 329 - Evolution (3)
- CHE 405 - Environmental Chemistry (3)

10-12 Credit Hours

Note:

*Some students first develop an interest in Geosciences while taking GOL 105 (Society, Earth and the Environment). Considerable overlap in course content exists between GOL 105 and GOL 225, so credit toward the minor will not be given for both GOL 105 and GOL 225.

Global Citizenship (Minor)

Following a broad global citizenship vision, this minor provides students an interdisciplinary understanding of local, international, and global social structures and cultural contexts. Courses and programs affiliated with this minor allow students to explore how groups and individuals might exist within, relate to, and transform contexts of power across human societies over space and time. Students engage with skills and knowledge about social contexts directly impacting themselves and others. Contexts include but are not limited to race, ethnicity, class, gender, sexuality, abilism, colonialism, government, health/illness, performance, and climate change. Depending on a student's major or career interests, they may choose to take elective courses in the minor linked to their programs of study. Key topics tie back to a central question: How have people from different social positions and vantage points shaped, reshaped, and contributed to humanity in the past and present, and what might this mean for the future?

18 credits

Overall, students can take no more than 9 credits of the same discipline or pre-fix.

Required Courses

- POL 161 - Introduction to International Politics (3)
  OR
- IST 101 - World Regional Geography (3)
  OR
- HRA 211 - Introduction to Human Rights (3)
  OR
- POL 211 - Introduction to Human Rights (3)

- ANT 101 - Introduction to Anthropology (3)
  OR
- ANT 257 - Introduction to Gender and Sexuality (3)
  OR
- SOC 252 - Race and Ethnicity (3)

- SOC 367 - Race Class Gender & Sexuality (3)
  OR
- CMM 325 - Intercultural Communication (3)

- ANT 397 - Inside Globalization (3)

Choose 2 courses (6 credits) from the electives below.

Topics courses, internships, and independent studies may be appropriate to substitute, depending on their focus. At least 1 elective course should be at the 300 level or above. Required course options not taken by a student may be taken as electives in this minor.

Anthropology:

- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 263 - Anthropology of South Asia (3)
- ANT 323 - Archaeology of North America and the Caribbean (3)
- ANT 351 - Language and Culture (3)
- ANT 367 - Food and Culture (3)
- ANT 415 - Cultures, Health, & Healing (3)

Communication and Media:

- CMM 303 - Storytelling (3)
- COM 466 - Community Organizing (3)
- CMM 467 - Communication Law (3)

Criminal Justice:

- CRJ 351 - International Criminal Justice Systems: Issues and Comparisons (3)
- CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)

English and Literature:

- ENG 313 - American Social Dialects (3)
- ENG 392 - African American Literature (3)
- ENG 393 - Latinx Literature (3)

- ENG 394 - Queer Literature (3)
  OR
- LIT 394 - Queer Literature (3)

- LIT 206 - World Literature from 1650 to the Present (3)
- LIT 347 - Women and Literature (3)
- LIT 358 - Postcolonial Literatures (3)

Environmental Science:

- ENV 313 - Environmental Injustice: Race & Class (3)

Film:

- FLM 303 - Black Cinema (3)
- FLM 304 - Women and Film (3)
- FLM 324 - Race, Ethnicity, and Film (3)

- FLM 335 - Gender and Film (3)

Journalism:

- JLM 381 - Censorship (3)
- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)

Health Sciences:

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- HLS 307 - Understanding the Effects of Communicable Disease on Communities (3)

History:

- HIS 312 - American Immigration and Migration (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)
- HIS 400 - Select Topics: History (1 to 3)
- HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)

Languages:

Any course(s) from the Languages Department at the 100 level or above (3 credits)

Philosophy:

- PHI 355 - African American Political Philosophy (3)
- PHI 425 - Theories of Justice (3)

Political Science:

- POL 203 - Comparative Politics (3)
- POL 346 - Civil Liberties (3)
- POL 347 - Race and Gender in the Law (3)
- POL 363 - International Organizations (3)
- POL 364 - International Law (3)

Sociology:

- SOC 151 - Introduction to Sociology (3)
- SOC 274 - Criminology (3)
- SOC 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)

- SOC 383 - Social Deviance (3)

Theater:

- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)
- THE 320 - Theatre for Social Justice (3)
- THE 365 - Black Feminisms Onstage (3)
- THE 385 - World Drama (3)
- THE 457 - Theatres of the African Diaspora (3)

Health and Society Minor

The minor in Health and Society is primarily designed to give students a broad understanding of the social and cultural factors associated with health, medicine, health care, and health inequalities. It provides students with social science perspectives on a variety of health-related issues and complements the education of those students who major in health sciences. This minor also prepares students for careers that directly or indirectly relate to fields in the health care or medical professions.

Students will be able to

1. Identify social, cultural, and institutional factors that contribute to health, illnesses, medicine, and well-being.

2. Apply social science perspectives to analyze the human experience of health, illnesses, health care, and health disparities.

3. Assess how health, illnesses, and health inequalities are produced and reproduced through social forces on a macro, meso, or micro level

Total: 15 credits

Required (9 credits):

- ANT 101 - Introduction to Anthropology (3)
  OR
- SOC 151 - Introduction to Sociology (3)

- SOC 339 - Drugs and Society (3)
  OR
- SOC 383 - Social Deviance (3)

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

Electives (6 credits)

Choose any 2 of the following electives (At least 1 elective must be at the 300 level or higher.)

- AGE 101 - Introduction to Aging (3)

- AGE 315 - Aging and Intellectual/Developmental Disabilities (3)
- AGE 411 - Aging and Mental Health (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- ANT 367 - Food and Culture (3)
- ANT 449 - Anthropology of Aging (3)
- ECN 375 - Health Economics (3)
- ENV 313 - Environmental Injustice: Race & Class (3)
- HIS 207 - Medicine and Society (3)
- HLS 103 - Introduction to Health and Health Related Professions (3)

- HLS 226 - Traditional Chinese Medicine (3)
  OR
- IST 226 - Traditional Chinese Medicine (3)

- HLS 301 - Introduction to Healthcare Advocacy and Navigation (3)
- PHI 385 - Healthcare Ethics (3)
- POL 207 - Public Health at the Local Government Level (3)
- PCL 374 - The Helping Relationship (3)
- PCL 377 - Families, Stress and Coping (3)
- PSY 331 - Social Psychology (3)
- SOC 225 - Social Problems (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 307 - Bureaucracy and Culture: U.S. Health Care System (3)
- TRC 104 - Leisure, Health, and Wellness Across Cultures (3)

Health Care Management (Minor)

The minor in Health Care Management is intended to introduce students in business, healthcare, and other majors to the field of health care management. The minor will provide foundational learning for students who desire to enter any of a number of different health, health-related, and/or health management professions. Understanding healthcare management principles can be beneficial to those who want to integrate their liberal arts studies with a health care management learning experience. The minor is also a strong undergraduate prelude to the graduate Master of Health Care Administration (MHA) program.

Learning Objectives

- Leadership - Appraise leadership attributes in professional work and academic forums.
- Systems Thinking - Interpret systems thinking application in personal, team, and health care organization settings.
- Best Practice Applied Research - Evaluate and explain best practices in critical thinking application and creativity in guiding applied research in healthcare organizations.
- Project Management - Explain project management design, development, and evaluation strategies in project work and create a project management plan.
- Stakeholder Interests - Assess stakeholder interests in competitive and collaborative health care initiatives.

Academic Requirements

- HCA 521 - Health Care Systems: A Continuum of Care (3)
- ACC 506 - Health Care Accounting Processes (3)
- FIN 585 - Health Care Financial Management (3)
- HCA 527 - Ethical and Legal Issues in Health Care (3)
- HCA 531 - Leadership in Marketing and Strategic Planning (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

Healthcare Ethics (Minor)

School of Arts and Sciences

The goal of this minor is to foster the ethical thinking skills required to be a caring and successful healthcare professional. The minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in healthcare and related fields. Students should consult their major advisers and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 15

Academic Requirements

Basic Ethics Component

- PHI 107 - Ethics (3)
  or

- PHI 108 - Professional Ethics (3)

3 Credit Hours

Advanced Ethics Component

- PHI 385 - Healthcare Ethics (3)

- PHI 305 - Ethical Issues in Contemporary Science and Technology (3)
  or
- PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

One of the following:

- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 386 - Medical Ethics and Children (3)
- PHI 425 - Theories of Justice (3)
- PHI 503 - Environmental Ethics (3)
- PHI 504 - Evolution and its Discontents (3)
- PHI 586 - Medical Ethics and Children (3)

9 Credit Hours

Relevant Topics Component

One course at the 200-level or higher (or HPS 126 or HPS 127). Courses can be determined in consultation with the Chair of Philosophy. May be philosophy or non-philosophy courses. Must be related to, but not required, for the student's major. Must have ethical content.

3 Credit Hours

History (Minor)

The history minor is intended particularly to provide students with an opportunity to add the perspective of a traditional liberal arts discipline, one which offers exposure to both Western and non-Western societies. Although open to all, it should prove especially relevant for students in pre-law, criminal justice, public relations and/or journalism, education, and the helping professions.

Total credit hours required for minor: 18

Academic Requirements

Two of the following four courses

- HIS 126 - America 1500-1877 (3)
- HIS 127 - America 1877- to the Present (3)
- HIS 135 - Introduction to The African Diasporic Experience (3)
- HIS 165 - Europe and the World (3)

History Electives

- 200-, 300-, 400-, 500-level history courses at least 9 credits of which must be at the 300-level or higher (12)

18 Credit Hours

Homeland Security and Emergency Management (Minor)

Personal safety and situational awareness are-or should be-a concern for everyone today, as emergency situations, such as an active-shooter or a natural disaster, can occur anywhere suddenly and without warning. As such, this minor is designed for criminal justice and noncriminal justice students alike; however, the courses in this minor also address how professionals in the respective fields work to prevent a crisis from occurring, as well as prepare for how they will respond to mitigate the negative consequences of the incident.

Total credit hours required for the minor: 15

Academic Requirements

- CRJ 305 - International and Domestic Terrorism (3)
- CRJ 307 - Homeland Security and Counter Terrorism (3)
- CRJ 311 - Emergency Management (3)
- CRJ 324 - Violence in the Workplace (3) *(Note: Junior standing required)*

  Select one:
- CRJ 328 - Private Sector Security (3)
- POL 465 - Political Risk Analysis (3)
- RMI 273 - Introduction to Risk Management and Insurance (3)

15 Credit Hours

Human Rights Advocacy (Minor)

The minor in human rights advocacy is designed to provide students with a basic grounding in human rights theory, practice, and research, and the ability to apply a human rights framework to their professional or academic area of interest. It is an interdisciplinary minor designed for students in any major who are concerned with human rights and want to develop tools for identifying and addressing human rights violations within their chosen profession.

Total credit hours required for the minor: 18

Core Classes: 9 credit hours

- POL 211 - Introduction to Human Rights (3)
  or
- HRA 211 - Introduction to Human Rights (3)

- POL 364 - International Law (3) *

- POL 464 - International Protection of Human Rights (3) Capstone Seminar
  or
- HRA 464 - International Protection of Human Rights (3) Capstone Seminar

- HRA 470 - Human Rights Advocacy - Internship (1 to 12)
  and/or
- HRA 490 - Independent Study (1 to 3)

Related Classes: 9 credit hours

Take 9 credits chosen from the following. At least 3 credits must be at 300-level or above. Select Topics classes can be repeated if they are different topics. Prerequisite requirements may be waved for HRA students at the discretion of the instructor.

- POL 281 - Political Ideas and Ideologies (3)
- POL 346 - Civil Liberties (3)
- POL 363 - International Organizations (3)
- POL 300 - Select Topics: Government & Politics (3)
- HRA 200 - Select Topics: Human Rights Advocacy (1 to 3)
- HRA 400 - Contemporary International Problems (1 to 3)
- IST 225 - Chinese Civilization and Culture (3)
- IST 235 - Russian Civilization and Culture (3)
- IST 247 - Japanese Civilization and Culture (3)
- IST 248 - American Civilization and Culture (4)
- IST 300 - Select Topics: International Studies (1 to 3)
- IST 378 - Chinese Politics (3)
- IST 400 - Contemporary International Problems (1 to 3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 334 - History of Colonial Africa (3)
- HIS 335 - History of Modern South Africa (3)
- HIS 343 - Modern Japan (3)
- HIS 344 - Modern China (3)
- HIS 347 - Japanese Imperialism and the Pacific War (3)
- HIS 372 - Modern Russia (3)
- HIS 381 - Germany in the Nazi Era (3)
- JLM 362 - Watchdog Reporting (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- SOC 252 - Race and Ethnicity (3)
- THE 320 - Theatre for Social Justice (3)

Note:

*Prerequisite may be waived for students not majoring in political science and international studies.

Journalism (Minor)

The minor in journalism is designed to provide students in other majors with an opportunity to develop their understanding of the news media and to learn specific journalism skills. The minor provides the introductory courses essential for today's newswriter and editor, as well as a selection of courses that address the changing issues and technologies within the field of journalism.

Total credit hours required for minor: 18

Academic Requirements

- CMM 181 - Intro to Mass Communication (3)
- CMM 261 - Media Writing (3)
- JLM 262 - Information Gathering & Storytelling (3)

One of the Following Courses:

- JLM 364 - Editing (3)
- JLM 365 - Information Design (3)
- JLM 372 - Essentials of News Photography (3)
- JLM 461 - Multimedia Web Design (3)

One of the Following Courses:

- CMM 467 - Communication Law (3)
- JLM 381 - Censorship (3)
- JLM 401 - Media Ethics in Contemporary Society (3)

One additional Journalism Course

- One additional Journalism studies (JLM) course at the 300- or 400-level (3)

18 credit hours

Law, Justice, and Society (Minor)

The minor in Law, Justice, and Society is designed to provide an in-depth, interdisciplinary perspective on law. The minor focuses on the complex relationship between law and society, as well as how law is related to justice. Students in the Law, Justice, and Society minor will learn a holistic way of thinking about the interactions of law, justice, and society that will serve them well whether they go into law or another field.

Program Learning Goals

Students in the Law, Justice, and Society minor will be able to:

1. examine law in its various theoretical, institutional, and historical forms as it exists ideally and in practice;

2. analyze how political and social contexts shape the creation, use, and understanding of law; and

3. evaluate how social forces and identity shape the understanding and use of law, as well as lead to challenges regarding what constitutes legitimate authority

Total Credit Hours Required for the Minor: 18

Note: At least 9 credit hours must be at the 300 level or above

Academic Requirements

- POL 243 - Introduction to Law and Society (3)

One of the Following Courses:

- POL 347 - Race and Gender in the Law (3)
- SOC 367 - Race Class Gender & Sexuality (3)

One of the Following Courses:

- POL 444 - Legal Research and Writing (3)
- HRA 464 - International Protection of Human Rights (3)
- POL 464 - International Protection of Human Rights (3)

One of the Following Courses (Legal Analysis and Theory):

- CRJ 208 - Ethics in Criminal Justice (3)
- CRJ 235 - Courts and Due Process (3)
- CRJ 342 - Law and Justice (3)
- PHI 101 - Critical Thinking (3)
- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 355 - African American Political Philosophy (3)
- PHI 375 - Symbolic Logic (3)
- PHI 425 - Theories of Justice (3)
- SOC 274 - Criminology (3)
- SOC 376 - Criminological Research Methods (3)

One of the Following Courses (Lived Legal Experiences):

- ANT 257 - Introduction to Gender and Sexuality (3)
- CRJ 426 - Race, Ethnicity, and Criminal (In)Justice? (3)

- HIS 128 - Drugs in American History (3)
- HIS 135 - Introduction to The African Diasporic Experience (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)
- HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 333 - American Public Policy (3)
- SOC 225 - Social Problems (3)
- SOC 233 - The Family (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 339 - Drugs and Society (3)
- SOC 383 - Social Deviance (3)
- SOC 387 - Family Violence (3)

One of the Following Courses (Substantive Legal Areas):

- BUL 301 - The Legal Environment of Business (3)
- BUL 302 - Law of Business Organizations (3)
- CMM 467 - Communication Law (3)
- CRJ 335 - Cybercrime Law and Investigations (3)
- FCM 343 - Law of Financial Crime (3)
- HIS 312 - American Immigration and Migration (3)
- HRA 211 - Introduction to Human Rights (3)
- POL 211 - Introduction to Human Rights (3)
- POL 242 - Jurisprudence and the American Legal System (3)
- POL 341 - Jurisprudence of the Criminal Law (3)
- POL 345 - Constitutional Law in the Governmental Process (3)
- POL 346 - Civil Liberties (3)
- POL 364 - International Law (3)
- POL 366 - International Criminal Law (3)
- JLM 381 - Censorship (3)
- THE 320 - Theatre for Social Justice (3)

18 Credit Hours

Literature (Minor)

The minor in literature allows the student to acquaint themselves with a range of writers, genres, and cultures. Beyond personal enrichment, the minor demonstrates a student's breadth of education and their ability to engage with complex texts and ideas. As such, it is potentially valuable to students in numerous majors, whether in another aspect of the humanities or a science. For pre-professional majors, a minor in literature may help demonstrate to prospective employers a broad intellect that speaks to a student's adaptability, as well as a capacity to engage wit diverse cultures and fields of study.

Total credit hours required for minor: 15

Academic Requirements

Two of the following courses:

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

6 Credit Hours

Three of the following courses:

- ENG 305 - Topics in British Literature (3)
- ENG 306 - Topics in American Literature (3)
- ENG 335 - Literature of the Tudor Period (3)
- ENG 336 - Literature of the Early Stuart Period (3)
- ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)
- ENG 355 - Literature of the Romantic Period (3)
- ENG 356 - Literature of the Victorian Period (3)
- ENG 357 - Modern British Literature (3)
- ENG 367 - Shakespearean Drama (3)
- ENG 372 - Studies in Short Fiction (3)
- ENG 373 - The Novel (3)
- ENG 374 - Forms and Art of Poetry (3)
- ENG 375 - Literature of the Theatre (3)
- ENG 385 - American Literature: 1820-1860 (3)
- ENG 392 - African American Literature (3)
- ENG 395 - American Literature: 1910-1945 (3)
- ENG 396 - American Literature: 1945-to the Present (3)
- ENG 397 - Contemporary American Poetry (3)
- ENG 400 - Studies in Language and Literature (3)
- ENG 466 - Chaucer (3)
- ENG 468 - Milton (3)
- LIT 334 - Greek & Roman Mythology (3)
- LIT 347 - Women and Literature (3)
- LIT 356 - From Fairy Tale to Modern Fantasy (3)
- LIT 358 - Postcolonial Literatures (3)
- LIT 373 - The Novel (3)
- LIT 400 - Topics in World Literature (3)

9 Credit Hours

Management (Minor)

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

Total credit hours required for minor: 21

Academic Requirements

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

Choose two of the following courses:

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

21 Credit Hours

Marketing (Minor)

The Marketing minor is intended to introduce students in Business and other majors to the field of marketing. Understanding Marketing principles can be beneficial to those who want to integrate their liberal arts studies with a consumer-based learning experience. The knowledge gained in the Marketing minor will help prepare future entrepreneurs and managers in their respective fields to apply a consumer-based approach to their businesses.

Learning Objectives

● Demonstrate proficiency in the strategic marketing practices of market segmentation, market targeting and market positioning;

● Employ a contemporary marketing philosophy that balances the needs of the customer, company, and society;

● Understand the concept of "value" and apply this to the 4P's of marketing.

Academic Requirements:

- MKT 211 - Principles of Marketing (3)

- MKT 372 - Tools, Tactics, and Channels (3)
  OR
- PRL 372 - Tools, Tactics, and Channels (3)

- MKT 315 - Consumer Behavior (3)
- MKT 481 - Marketing Management (3)
- Any 400 level or higher marketing elective (3)

15 Credit Hours

Mathematics (Minor)

A minor in mathematics is designed to provide an introduction to the methods of mathematics and a complement to majors that have a strong quantitative component such as the natural sciences, computer science and business economics. A minor in mathematics may be used by students who wish to develop their ability to reason logically and form habits of precise thought and expression. Because mathematics is the underlying language of an ever more technological society, courses in the minor will help provide students with the tools to solve significant problems in many academic areas. Students should consult their major advisors and faculty in the mathematics department about the appropriateness of this minor to their course of study.

Total credit hours required for minor: 21

Academic Requirements

- MAT 201 - Calculus I (3)
- MAT 202 - Calculus II (3)
- MAT 301 - Calculus III (3)
- MAT 305 - Fundamental Structures of Mathematics (3)
- MAT 331 - Linear Algebra (3)

One course from:

- MAT 317 - Ordinary Differential Equations (3)
- MAT 321 - Probability & Statistics (3)
- MAT 334 - Introduction to Abstract Algebra (3)
- MAT 341 - Number Theory (3)

Additional Mathematics Course: 3 Credit Hours

- One additional Mathematics course chosen from 300- or 400-level (3)

21 Credit Hours

Media Studies (Minor)

The Media Studies minor is designed for students who wish to increase their knowledge and understanding of media and how media impact our lives. Students select courses that examine media from a variety of different perspectives. The Media Studies minor complements a number of different majors and helps prepare students for a variety of careers.

15 Credit Hours

Required Course - 3 credits

- CMM 181 - Intro to Mass Communication (3)

Take twelve (12) credits* from:

- CMM 164 - Media Literacy (3)
- CMM 173 - Television in Focus (1 to 3)
- CMM 226 - Introduction to Media Criticism (3)
- CMM 467 - Communication Law (3)
- COM 368 - Broadcast News and Society (3)
- COM 426 - Theories of Visual Communication (3)
- JLM 336 - Media Programming Strategies (3)
- JLM 381 - Censorship (3)
- JLM 401 - Media Ethics in Contemporary Society (3)
- SCM 285 - Sports and The Media (3)
- SCM 435 - Sports and Television (3)
  Any FLM course, except FLM 306 and FLM 307.**

  * At least 9 credits must be at the 300-level or higher.
  ** Students may apply no more than three (3) credits of FLM credits towards the minor.

Nutrition (Minor)

The Nutrition minor is designed for students interested in understanding food and how nutrition affects health. Students in the minor develop knowledge and skills that are helpful for improving overall health in individuals and communities. Completing the minor can improve your marketability in many professional paths.

The minor will be composed of 18 credit hours; 15 required and at least 3 elective credits.

Learning Objectives:

- Students will practice information literacy by identifying reliable food and nutrition information.
- Students will demonstrate college level oral and written communication skills by writing and presenting a research paper.
- Students will demonstrate fundamental knowledge related to human nutrition: macronutrients, micronutrients, nutrient utilization, dietary recommendations, nutrition and disease, and nutrition in health and wellness.
- Students will demonstrate fundamental knowledge of food selection: weights and measures, physical and chemical properties of food, food safety and sanitation, basic menu planning.
- Students will demonstrate an understanding of food production sustainability and food availability/food insecurity.

Total Credit Hours: 18

Required Courses: (15 credits)

- NTR 101 - Nutrition and You (1)
- BIO 205 - Human Nutrition (3)
- NTR 304 - Lifespan Nutrition and Diet Modification (4)
- NTR 307 - Counseling in Nutrition (4)

- NTR 495 - Nutrition Capstone Experience: Senior Seminar in Nutrition (3)
  or
- NTR 453 - Nutrition Capstone Experience: Study Abroad in Nutrition (3)

Elective Courses: (at least 3 credits)

- BIO 308 - Nutritional Pharmacology (3)
- NTR 324 - Medical Nutrition Therapy and Counseling (4)
- HLS 309 - Medical Conditions and Implications (3)
- ANT 415 - Cultures, Health, & Healing (3)
- ANT 367 - Food and Culture (3)
- PXW 243 - Foundations of Exercise Science (3)
- PXW 307 - Community and Consumer Health (3)
- PXW 354 - Workplace Health Promotion (3)

Performance and Public Address (Minor)

The minor in Performance and Public Address helps students master the skill of public speaking in a variety of contexts. Each day we are called to communicate in a variety of ways, and experts in public address are rare and sorely needed.

Public communication is repeatedly cited by leaders in all fields as a key skill for success. People who can speak their mind persuasively and poetically can easily step into leadership roles and better advocate on behalf of themselves and others. No matter what field you choose to enter, public communication skills are highly valued.

Upon completing the minor, students will:

1. Understand multiple modes of public address

2. Produce compelling oral performances that meet the needs of a variety of audiences and contexts

3. Be able to constructively analyze and critique the public performances of others

4. Understand the implications of calling public address a type of performance.

Total credit hours required for minor: 15

Academic Requirements:*

- CMM 103 - Introduction to Public Speaking (3)
- COM 313 - Performance Studies (3)

Application (Choose THREE)

- CMM 303 - Storytelling (3)
- COM 403 - Argumentation (3)
- JLM 241 - Television Sportscast (3)
- JLM 345 - Broadcast Announcing and Presentation (3)
- JLM 378 - Television News Field Reporting and Production (3)
- JLM 476 - Producing and Anchoring the News (3)
- THE 136 - Elements of Acting (3)
- THE 320 - Theatre for Social Justice (3)
- THE 336 - Advanced Acting (3)
- THE 441 - Directing in the Theatre (3)

  * At least 9 credits must be at the 300-level or higher

Philosophy (Minor)

This minor is designed to provide an introduction to the discipline of philosophy and to complement various programs of study in other disciplines. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

Total credit hours required for minor: 15

Academic Requirements

Foundational Component

One of the following (3 Credit Hours):

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 104 - Philosophy of Religion (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)

History Component

One of the following (3 Credit Hours):

- PHI 205 - History of Ancient Philosophy (3)
- PHI 206 - History of Modern Philosophy (3)
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)
- HPS 127 - The Development of Modern Science: Newton to Einstein (3)

Elective Component

Three Philosophy courses (at 300-level or higher): 9 credit hours

Philosophy of Law (Minor)

This minor is designed to provide an introduction to the discipline of philosophy for students seeking careers in law, criminal justice or government. Students should consult their major advisors and faculty in the philosophy department about the appropriateness of this minor.

The main goal of the program is help students develop the ethical and logical thinking skills required to be successful professionals. A second goal is to help students gain entrance into law or graduate school by preparing them for the LSAT or GRE exam, and by having completion of the minor indicated on their transcripts.

Total credit hours: 15

Academic Requirements

Foundational Component

One of the following: 3 Credit Hours

- POL 101 - Introduction to Politics and American Government (3)
- HRA 211 - Introduction to Human Rights (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)

Critical Thinking Component

Both of the following: 6 Credit Hours

- PHI 101 - Critical Thinking (3)
  or
- HPS 126 - The Rise of Modern Science: Aristotle to Newton (3)

- PHI 375 - Symbolic Logic (3)

Advanced Topics Component

Two of the following (Must take at least one of the following: PHI 335, PHI 345, PHI 425): 6 Credit Hours

- POL 333 - American Public Policy (3)
- POL 345 - Constitutional Law in the Governmental Process (3)
- POL 346 - Civil Liberties (3)
- POL 364 - International Law (3)

- PHI 315 - The Nature and Value of Truth (3)
- PHI 335 - Philosophy of Law (3)
- PHI 345 - Political Ethics (3)
- PHI 417 - Philosophy of Mind (3)
- PHI 425 - Theories of Justice (3)

15 Credit Hours

Physics (Minor)

The minor in Physics is designed for students in other majors who wish to further explore the world of Physics. This program gives students maximum flexibility in designing a minor commensurate with their interests. Students should consult with a Physics faculty member to design their minor program.

Total credit hours required for minor: 20

Academic Requirements

- PHY 151 - General Physics I (0, 4)
- PHY 152 - General Physics II (0, 4)
  or
- PHY 261 - Physics I (0, 4)
- PHY 262 - Physics II (0, 4)

- Physics Electives - 300 or 400 level (9)
- MAT 201 - Calculus I (3)

20 Credit Hours

Political Science (Minor)

The minor in political science is designed for students who want to learn how to navigate power dynamics, and gain a better understanding of the world around them. The minor offers flexibility within the study of political science to allow students to emphasize the topics they are most interested in. Regardless of which classes a student takes, the minor provides students with a robust education in critical thinking, citizenship, and self-advocacy. Students will learn how governments and power dynamics shape the world around them, and how to access those avenues of power to advocate for the changes that they want to see in the world.

Total credit hours required for minor: 15

Academic Requirements

15 credits of courses with a POL prefix. At least 9 credits must be taken at the 300 level or above

15 Credit Hours

Professional Communication

The Professional Communication Minor is designed for students who want to acquire communication skills that will benefit them in professional settings. Students will develop presentation and writing skills, learn how intercultural differences influence and impact communication, and study how communication takes place in organizational settings. The Professional Communication Minor can enhance a number of different majors and programs of study as the communication skills taught in the minor are useful in a variety of professional environments.

Total Credit Hours Required For Minor: 18

Academic Requirements

- CMM 103 - Introduction to Public Speaking (3)
- CMM 325 - Intercultural Communication (3)
- ENG 315 - Professional Writing (3)

Select One (1) from the following:

- CMM 188 - Digital Toolkit (3)
- JLM 365 - Information Design (3)
- JLM 461 - Multimedia Web Design (3)

Select two (2) from the following:

- COM 305 - Group Problem Solving and Decision Making (3)

- COM 341 - Organizational Communication (3)
  or
- COM 541 - Organizational Communication (3)

- COM 470 - Communication - Internship (1 to 6) *(must take for 3 credits)*
- COM 564 - Leadership Communication (3)
- COM 577 - Crisis Communication (3)
- PRL 182 - Public Relations (3)

- MGT 345 - Communication in Action (3)
  or
- PRL 345 - Communication in Action (3)

18 Credit Hours

Psychology (Minor)

The minor in psychology is designed to provide an additional area of competency for those students majoring in other areas. Students should consult their major advisers about the appropriateness of this minor for their major.

Total credit hours required for minor: 18

Academic Requirements

- PSY 101 - Introduction to Psychology (3)

Psychology Electives

To be selected from at least four of the following five categories (15)

Clinical

- PSY 311 - Psychological Assessment & Testing (3)
- PSY 311L - Laboratory in Psychological Assessment and Testing (1)
- PSY 361 - Psychopathology (3)
- PSY 462 - Theories of Personality (3)

Developmental

- PSY 223 - Life Span Developmental Psychology (3)
- PSY 321 - Infancy and Childhood (3)
- PSY 322 - Adolescence (3)
- PSY 327 - Adulthood and Aging (3)

Social/Cognitive

- PSY 331 - Social Psychology (3)
- PSY 331L - Laboratory in Social Psychology (1)
- PSY 337 - Industrial and Organizational Psychology (3)
- PSY 354 - Cognitive Psychology (0, 4)

Neuroscience

- PSY 343 - Sensation and Perception (0, 4)
- Psychology 343L - Laboratory in Sensory/Perceptual Processes
- PSY 347 - Basic Psychobiology (3)

Learning

- PSY 256 - Principles of Behavior Change (3)
- PSY 351 - Learning and Behavior (0, 4)
- PSY 352 - Motivation and Emotion (3)
- PSY 453 - Theories of Learning (3)

18 Credit Hours

Note:

Psychology courses taken in an online (distance education) format after matriculation at Utica University cannot be used to fulfill course requirements for the major or minor in Psychology (including Psychology electives); however, they can be applied as free elective credits.

Public Administration (Minor)

Program Learning Objectives

- Identify ways to exercise leadership and apply management skills toward the public interest
- Identify different perspectives and approaches to public policymaking
- Analyze social challenges using evidence-based conclusions

Academic Requirements

- POL 332 - Public Administration (3)
- POL 593 - Foundations of Public Administration (3)
- POL 594 - Public Policymaking (3)
- POL 595 - Diversity, Discrimination, and Law (3)
- POL 596 - Human Rights and Local Government (3)

15 Credit Hours

Public Relations (Minor)

The minor in public relations provides students with essential knowledge and skills for helping organizations achieve their goals. Students learn how to build and maintain an organization's relationships with their key publics through effective storytelling, social media networks and campaigns/special events.

Academic Requirements

- CMM 181 - Intro to Mass Communication (3)
- CMM 261 - Media Writing (3)
- CMM 261L - Media Writing Lab (1)
- PRL 182 - Public Relations (3)
- PRL 372 - Tools, Tactics, and Channels (3)
- PRL 482 - Cases in Public Relations Management (3)

Select One

- PRL 385 - Event Planning and Campaigns (3)

- PRL 408 - Social Media and Influencers (3)

19 Credits

Social Data Science (minor)

This minor will prepare students to pursue careers that require abilities to apply both social science theories and data analysis techniques, and to communicate with other trained social science or data science professionals. This minor will also prepare students interested in pursuing graduate study in the social sciences or data science.

Program Learning Goals:

1. Identify potential sources of data on human behavior in social life.

2. Apply data analysis techniques and social science theories to understand and interpret social and behavioral data.

3. Evaluate social research from the perspectives of both social science and data science.

Required (12 credits):

- SOC 366 - Computational Social Science (3)

Choose one of the following courses:

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

Choose one of the following courses:

- ANT 312 - Social Science Research Methods (3)
- SOC 312 - Social Science Research Methods (3)
- SOC 376 - Criminological Research Methods (3)
- CRJ 378 - Research Methods and Data Analysis in Criminal Justice (3)

Choose one of the following courses:

- SOC 305 - Foundations of Data Science (3)
- DSC 305 - Foundations of Data Science (3)
- CSC 322 - Data Structures and Algorithms (3)
- CRJ 373 - Crime Mapping and Intelligence-Led Policing (3)
- BUS 353 - Data Modeling for Business (3)
- ECN 448 - Business and Econ Forecasting (3)
- SOC 405 - Sociology and Anthropology Theory (3)

Electives: Choose one course from either one of the following categories (3 credits):

Social Science Foundations

- ANT 101 - Introduction to Anthropology (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- CMM 181 - Intro to Mass Communication (3)
- ECN 131 - Principles of Microeconomics (3)
- ECN 141 - Principles of Macroeconomics (3)
- MGT 101 - Introduction to Contemporary Business (3)
- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)
- PSY 101 - Introduction to Psychology (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 274 - Criminology (3)

Methodological Foundations

- CSC 101 - Computer Science I (0,3)
- MAT 151 - Pre-Calculus (3)

15 Credit Hours

Sociology (Minor)

Sociology is the scientific study of human behavior in the social environment. Sociologists investigate how people interact within a variety of institutional contexts, such as the criminal justice system, the family, the labor force, education, medicine and health care, business, and nonprofit organizations. This minor is designed to help students understand diversity and stratification in the social world, which will improve the career opportunities of students majoring in areas that deal with people, including health sciences, education, counseling, criminal justice, human resources, business, management, and social work.

Total credit hours required for minor: 15

Academic Requirements

Required (3 credit hours)

- SOC 151 - Introduction to Sociology (3)

Elective (12 credit hours)

Choose any 4 courses that have a SOC prefix (3 of them must be at the 300 level or higher)

15 Credit Hours

Spanish (Minor)

Spanish is one of the primary languages of the western hemisphere and is effectively the second language of the United States. In addition to its cultural value, the study of Spanish has practical usefulness to Utica University students enrolled in certain career and liberal arts areas (e.g., Health Sciences, criminal justice, international studies, international business, political science, psychology, and education).

Total credit hours required for minor: 15

Academic Requirements

Select five courses from the following. At least two of the courses must be in language study. Language courses are indicated with an asterisk(*).

Up to 6 credits can be taken at the 100-200-level. A minimum of 9 credits must be at the 300-400 level.

- SPA 101 - Beginning Spanish I (3) *
- SPA 102 - Beginning Spanish II (3) *
- SPA 115 - Spanish for Health, Medicine and Wellness I (3) *
- SPA 116 - Introduction to Spanish in the Justice System (3) *
- SPA 125 - Spanish for Health, Medicine and Wellness II (3) *
- SPA 201 - Intermediate Spanish I (3) *
- SPA 202 - Intermediate Spanish II (3) *
- SPA 227 - Spoken Spanish I (3) *
- SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3)
- SPA 304 - Spanish Pronunciation (3) *

- SPA 311 - Spanish and Latin American Film (3)
  OR
- FLM 311 - Spanish and Latin American Film (3)

- SPA 315 - Business Spanish (3) *
- SPA 327 - Spoken Spanish II (3) *
- SPA 328 - Approaches to Reading Spanish Texts (3) *
- SPA 337 - Spanish Composition and Grammar Review (3) *
- SPA 347 - Introduction to Spanish Culture (3)
- SPA 348 - Latin American Cultures and Civilizations (3)
- SPA 388 - Introduction to Literature in Spanish (3) *
- SPA 404 - Introduction to Applied Spanish Linguistics (3) *
- SPA 490 - Independent Study (3 to 6)
- **Study abroad in an approved academic program located in a Spanish-speaking country (3-15 credits)**

15 Credit Hours

Sports Communication (Minor)

The Sports Communication minor is designed to enhance students' understanding of the complex relationships between sports, media, and society. The minor can benefit students with an interest in sports, whether as a spectator or participant. Students interested in pursuing sports as a career option can also benefit from this minor.

Total credit hours required for minor: 18

Academic Requirements

- SCM 285 - Sports and The Media (3)

Select four (4) from

- JLM 241 - Television Sportscast (3)
- JLM 374 - Sportswriting (3)
- SCM 395 - Sports Information and Publicity (3)
- SCM 433 - The Olympics (3)
- SCM 435 - Sports and Television (3)
- SCM 454 - The Business of Sports (3)

Select one (1) from

- FLM 305 - Sports in Film (3)
- PHI 346 - Philosophy of Sport (3)
- SCM 300 - Topics in Sports Communication (3)
- SOC 161 - Sport and Society (3)

Total Credits: 18

Sports Management (Minor)

The Sports Management minor is designed for students who are interested in applying their specific skills from their majors and from this minor in sports-related enterprises. Students develop skills in the areas of sports marketing and event planning that apply specifically to sports-related organizations but can also be used more broadly in all organizations. Students receive hands-on practical training working in a sports environment. Students can combine skills from their majors with a deep knowledge of sports specific competencies to compete for positions in the field of sports management.

Academic Requirements

Required Courses - 12 credits

- SPM 101 - Introduction to Sports Management (3)
- SPM 105 - Sports Industry Practicum I (1-3) *
- SPM 205 - Sports Industry Practicum II (1-3) *

- SPM 211 - Sports Marketing (3)
- SPM 397 - Sports Event Planning and Management (3)

  **SPM 105 and SPM 205 are both variable credit courses from 1 to 3 credits. Students must take both courses so to complete the minor with the minimum number of credits students would take one of these courses for 1 credit and the other one for two credits. Students are allowed to take more than a total of 3 credits in these two courses if they want.*

Elective Courses - 6 credits

- ECN 347 - Economics of Sports (3)
- SPM 305 - Sports Industry Practicum III (1-3)
- SPM 405 - Sports Industry Practicum IV (1-3)
  • Any SPM course 300 level or higher

18 Credits

Theatre (Minor)

The purpose of the theatre minor at Utica University is to train students in the effective deployment of theatrical storytelling within their future professions and citizenship. We in the Department of Performing & Fine Arts believe that the art of theatrical storytelling is a continuous exercise in empathy, enabling theatre artists and audiences to imagine themselves into the places of others, gain emotionally engaged knowledge about their situations, and use that empathetic perspective to build community across differences. Our minor educates students in this empathetic aspect of theatre, preparing them to be informed, engaged, and compassionate audiences who will transform their consumption of art into meaningful citizenship. The interdisciplinary focus of our program provides practical training in theatre-making that pairs easily with students' majors to prepare them for future careers in education, law, the health professions, and other fields that employ theatrical skills as a supplement to their primary occupations.

Total credit hours required for minor: 16

Academic Requirements

- THE 115 - Introduction to Theatre (3)
- THE 136 - Elements of Acting (3)

- THE 333 - Production in the Theatre (3)
  or
- THE 334 - Theatrical Design (3)

- THE 130 - Practicum in Theatre (1)

  Choose 6 credits from:
- Any THE course at the 300-level or higher.
- ENG 367

16 credit hours

Writing (Minor)

The minor in writing is designed to develop the student's proficiency in a variety of forms of written communication and is open to English and non-English majors. Although the minor does not purport to be a training program for professional writers, students will find the minor helpful in preparing for careers in business and the sciences since these require an ability to effectively use written language. Also, because writing skills increasingly are emphasized in English classes at all educational levels, students interested in teaching will find this minor particularly useful.

Total credit hours required for minor: 15

Academic Requirements

- ENG 304 - Writing with Purpose (3)
- ENG 311 - Modern English Grammar (3)

6 Credit Hours

Any three of the following courses

- CMM 261 - Media Writing (3)
- ENG 307 - Writing Fiction (3)
- ENG 308 - Creative Nonfiction (3)
- ENG 309 - Writing Poetry (3)
- ENG 315 - Professional Writing (3)
- JLM 259 - Broadcast News Writing (3)
- JLM 262 - Information Gathering & Storytelling (3)
- JLM 363 - Magazine Article Writing (3)
- POL 444 - Legal Research and Writing (3)

9 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

- LIT 347 - Women and Literature (3)
- LIT 358 - Postcolonial Literatures (3)
- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)

Area 2 Fine, Visual, & Performing Arts

- ENG 309 - Writing Poetry (3)
- MUS 327 - World Music (3)
- THE 320 - Theatre for Social Justice (3)
- THE 385 - World Drama (3)
- THE 365 - Black Feminisms Onstage (3)

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

- HIS 367 - Central Europe and the Balkans: Its People and History (3)
- HIS 377 - Plague, Famine, Calamity and Response in European History (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 384 - Propaganda and Identity in Modern Europe (3)
- HIS 395 - Black Women, Gender, and Black Transnationalism (3)

Area 5 Culture & Society

- SOC 339 - Drugs and Society (3)
- SOC 383 - Social Deviance (3)

Area 6 Engaged Citizenship

- HRA 211 - Introduction to Human Rights (3)
  or
- POL 211 - Introduction to Human Rights (3)

- JLM 381 - Censorship (3)
- POL 323 - Politics of Utopias and Dystopias (3)
- POL 347 - Race and Gender in the Law (3)

Two additional courses that meet any General Education Learning Goal

- ENG 304 - Writing with Purpose (3)
- CMM 203 - Oral History Performance: An Introduction to Critical Ethnography (3)

18 Credit Hours

Environmental Justice

Exploration of the history and case studies of the environmental justice movement, the science underpinning past and current cases, and the application of environmental justice to processes of environmental planning.

Required:

- ENV 201 - Introduction to Environmental Issues (3)
- ENV 201L - Introduction to Environmental Issues Lab (1)
- ANT 367 - Food and Culture (3)
- THE 320 - Theatre for Social Justice (3)

One of the following:

- BIO 111 - Nature and Humans (0, 4)
- BIO 114 - Water and Life (4)
- CHE 113 - Survey of Chemical Principles (4, 0)

- GOL 105 - Society, Earth, and the Environment (3)
  and
- GOL 105L - Society, Earth, and Environment Lab (1)

- GOL 115 - Introduction to Oceanography (3)
  and
- GOL 115L - Introduction to Oceanography Lab (1)

- GOL 225 - Physical Geology (0,4)

One of the following:

- ENV 313 - Environmental Injustice: Race & Class (3)

- POL 342 - Environmental Law and Politics (3)

One of the following:

- HRA 211 - Introduction to Human Rights (3)
- POL 211 - Introduction to Human Rights (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 346 - Civil Liberties (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 367 - Race Class Gender & Sexuality (3)

  *Note: Minimum of 6 courses and 20 credits, one WI-designated, and one DEI-designated course are required. *Note: If ENV 313 is taken, an additional course must be taken in General Education Goal 5, making the minimum required credits 23.*

Global Citizenship

Following a broad global citizenship vision, this General Education minor provides students an interdisciplinary understanding of local, international, and global social structures and cultural contexts. Courses and programs affiliated with this minor allow students to explore how groups and individuals might exist within, relate to, and transform contexts of power across human societies over space and time. Students engage with skills and knowledge about social contexts directly impacting themselves and others. Contexts include but are not limited to race, ethnicity, class, gender, sexuality, abilism, colonialism, government, health/illness, performance, and climate change. Key topics tie back to a central question: How have people from different social positions and vantage points shaped, reshaped, and contributed to humanity in the past and present, and what might this mean for the future?

18 credits

Note: At least 2 courses must meet the DEI designation, with one of those at the 300-400 level. One course must be Writing Intensive .

Required Courses

- LIT 206 - World Literature from 1650 to the Present (3)
  OR
- THE 385 - World Drama (3)

- ANT 101 - Introduction to Anthropology (3)
  OR
  any 102 Language course (ex: FRE; SPA) (3)

- HIS 312 - American Immigration and Migration (3)
  OR
- ANT 257 - Introduction to Gender and Sexuality (3)
  OR
- SOC 252 - Race and Ethnicity (3)

- HRA 211 - Introduction to Human Rights (3)

OR

- POL 211 - Introduction to Human Rights (3)
  OR
- IST 101 - World Regional Geography (3)
  OR
- POL 161 - Introduction to International Politics (3)

- SOC 367 - Race Class Gender & Sexuality (3)
  OR
- CMM 325 - Intercultural Communication (3)

- ANT 397 - Inside Globalization (3)

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

- LIT 206 - World Literature from 1650 to the Present (3)

- LIT 358 - Postcolonial Literatures (3)
- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)

B. Fine, Visual, & Performing Arts

- MUS 327 - World Music (3)
- THE 320 - Theatre for Social Justice (3)
- THE 365 - Black Feminisms Onstage (3)

C. Intercultural Competency

- ANT 101 - Introduction to Anthropology (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- ANT 263 - Anthropology of South Asia (3)
- ANT 415 - Cultures, Health, & Healing (3)

2 courses must meet two different knowledge areas from goal 6

D. Historical Reflection

- HIS 273 - Russia: Historical Legacy and Peoples (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 381 - Germany in the Nazi Era (3)

E. Culture and Society

- ANT 397 - Inside Globalization (3)
- SOC 151 - Introduction to Sociology (3)
- SOC 252 - Race and Ethnicity (3)
- SOC 274 - Criminology (3)
- SOC 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- SOC 383 - Social Deviance (3)

F. Engaged Citizenship

- HRA 211 - Introduction to Human Rights (3)
  or
- POL 211 - Introduction to Human Rights (3)

- POL 236 - Queer Politics (3)

- POL 347 - Race and Gender in the Law (3)

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:

- THE 365 - Black Feminisms Onstage (3)
- LIT 347 - Women and Literature (3)

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

- SOC 367 - Race Class Gender & Sexuality (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)

Two additional courses that meet any general education learning goal

- ANT 367 - Food and Culture (3)
- HIS 314 - From Women's Liberation to Hip-Hop Feminism: American Women, 1960-Present (3)

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)
- CMM 104 - Digital Public Address (3)
- CMM 203 - Oral History Performance: An Introduction to Critical Ethnography (3)
- THE 136 - Elements of Acting (3)

Goal 2:

Demonstrate critical thinking and reasoning (3 credits)

- PHI 101 - Critical Thinking (3)
- PHI 103 - Problems in Philosophy (3)
- PHI 104 - Philosophy of Religion (3)
- PHI 107 - Ethics (3)
- PHI 108 - Professional Ethics (3)
- PHI 110 - Introduction to Political Theory (3)
- POL 110 - Introduction to Political Theory (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)
- MAT 151 - Pre-Calculus (3)
- MAT 201 - Calculus I (3)

Goal 4:

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

- BIO 105 - Fundamentals of Biology (0, 4)
- BIO 111 - Nature and Humans (0, 4)
- BIO 114 - Water and Life (4)
- CHE 105 - Chemistry of Everyday Things (0,4)
- CHE 113 - Survey of Chemical Principles (4, 0)
- CHE 211 - General Chemistry I (0,4)
- ENV 201 - Introduction to Environmental Issues (3)
- GOL 105 - Society, Earth, and the Environment (3)
- GOL 115 - Introduction to Oceanography (3)
- GOL 225 - Physical Geology (0,4)
- GOL 226 - Historical Geology (0,4)
- PHY 116 - Astronomy: A Study of the Universe (0, 4)
- PHY 164 - Decoding the Universe (4)

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

- CMM 261 - Media Writing (3)
- ENG 304 - Writing with Purpose (3)
- ENG 315 - Professional Writing (3)
- SOC 201 - Social Science Research and Writing ()

Goal 2:

Demonstrate critical thinking and reasoning

- LST 259 - The Meaning of Life (3)

Goal 4:

Demonstrate scientific literacy through evidence-based inquiry

- ENV 313 - Environmental Injustice: Race & Class (3)

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)
- ENG 145 - Literature in Focus (3)
- ENG 297 - Immigration in American Literature (3)
- ENG 325 - London in Literature (3)
- LIT 206 - World Literature from 1650 to the Present (3)
- LIT 347 - Women and Literature (3)
- LIT 358 - Postcolonial Literatures (3)
- THE 310 - The Black Experience in August Wilson's Cycle Plays (3)

Area B: Fine, visual, & performing arts

- CMM 303 - Storytelling (3)
- ENG 309 - Writing Poetry (3)
- FIA 115 - Introduction to Art (3)
- FIA 245 - Early Art History: Ancient Through Medieval (3)
- FLM 201 - Introduction to Film Studies (3)
- FLM 451 - Science Fiction Cinema (3)
- MUS 115 - Introduction to Music (3)
- MUS 327 - World Music (3)
- THE 115 - Introduction to Theatre (3)
- THE 320 - Theatre for Social Justice (3)
- THE 365 - Black Feminisms Onstage (3)
- THE 385 - World Drama (3)
- THE 455 - Theatre History I (3)

Area C: Intercultural competency

- ARB 101 - Beginning Arabic I (3)
- ANT 101 - Introduction to Anthropology (3)
- ANT 243 - Caribbean Peoples and Cultures (3 (D))
- ANT 251 - Native American Culture and History (3)
- ANT 257 - Introduction to Gender and Sexuality (3)
- ANT 263 - Anthropology of South Asia (3)

- ANT 312 - Social Science Research Methods (3)
- ANT 367 - Food and Culture (3)
- ANT 415 - Cultures, Health, & Healing (3)
- CMM 325 - Intercultural Communication (3)
- CMM 338 - The Rhetoric and Performance of Tourism (4)
- FRE 101 - Beginning French I (3)
- FRE 102 - Beginning French II (3)
- ITA 101 - Beginning Italian I (3)
- ITA 102 - Beginning Italian II (3)
- JPN 101 - Beginning Japanese I (3)
- SPA 101 - Beginning Spanish I (3)
- SPA 115 - Spanish for Health, Medicine and Wellness I (3)
- SPA 102 - Beginning Spanish II (3)
- SPA 116 - Introduction to Spanish in the Justice System (3)
- SPA 125 - Spanish for Health, Medicine and Wellness II (3)
- SOC 312 - Social Science Research Methods (3)
- SOC 383 - Social Deviance (3)

Goal 6:

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

Area D: Historical reflection

- HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)
- HIS 135 - Introduction to The African Diasporic Experience (3)
- HIS 136 - Introduction to Afro-Latin America (3)
- HIS 165 - Europe and the World (3)
- HIS 200 - Select Topics: History (1 to 3)
- HIS 265 - Methods in European History from Herodotus to the Present (3)
- HIS 273 - Russia: Historical Legacy and Peoples (3)
- HIS 300 - Select Topics: History (1 to 3)
- HIS 311 - History of New York State (3)
- HIS 312 - American Immigration and Migration (3)
- HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)
- HIS 314 - From Women's Liberation to Hip-Hop Feminism: American Women, 1960-Present (3)
- HIS 364 - Ancient Greece and Rome (3)
- HIS 367 - Central Europe and the Balkans: Its People and History (3)
- HIS 377 - Plague, Famine, Calamity and Response in European History (3)
- HIS 381 - Germany in the Nazi Era (3)
- HIS 384 - Propaganda and Identity in Modern Europe (3)
- HIS 387 - Europe at War (3)
- HIS 400 - Select Topics: History (1 to 3)

Area E: Culture and society

- ANT 397 - Inside Globalization (3)

- CMM 181 - Intro to Mass Communication (3)
- ECN 141 - Principles of Macroeconomics (3)
- HIS 210 - Refugee USA (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 339 - Drugs and Society (3)
- SOC 342 - Urban Sociology (3)
- SOC 366 - Computational Social Science (3)
- SOC 367 - Race Class Gender & Sexuality (3)
- SOC 383 - Social Deviance (3)

Area F: Engaged citizenship

- COM 466 - Community Organizing (3)
- CRJ 342 - Law and Justice (3)
- HRA 211 - Introduction to Human Rights (3)
- JLM 381 - Censorship (3)
- POL 101 - Introduction to Politics and American Government (3)
- POL 161 - Introduction to International Politics (3)
- POL 203 - Comparative Politics (3)
- PSY 211 - Statistics in the Behavioral and Social Sciences (3)
- POL 221 - State and Local Government (3)
- POL 235 - Civil Rights, Public Policy, and Social Change (3)
- POL 243 - Introduction to Law and Society (3)
- POL 323 - Politics of Utopias and Dystopias (3)
- POL 332 - Public Administration (3)
- POL 346 - Civil Liberties (3)
- POL 347 - Race and Gender in the Law (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

- CMM 164 - Media Literacy (3)

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
- Global Citizenship
- Environmental Justice

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.

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 143 - Tax Practicum (1)

This course is a supervised work experience in tax return preparation and tax advocacy that mirrors tax practice in the profession. Students undertake an intensive course preparing tax forms for individuals and must successfully pass the IRS VITA volunteer tax prepare exam. Students then are responsible for maintaining the professional requirements of the Free Tax Preparation Program. Professional skills are emphasized.

Repeatable once for an additional 1 credit.

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 253 - Accounting Software (1)

In this course, students explore the features and functionality of accounting software. Students will produce reports, especially those related to the accounting cycle, from recording transactions all the way through preparing financial statements and exporting data for further analysis.

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)

This course covers the process flow of reporting financial transactions. Elements of an accounting system, internal controls over the financial reporting process, and the testing and recording of financial transactions, and documentation are examined. Business processes including inventory management, production cycle, accounts receivable, accounts payable, etc. are examined. Prerequisite(s); if any: ACC 201 Meets with ACC 507.

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. Meets with ACC 533.

ACC 343 - Income Tax Planning (3)

Cover strategies used by financial planners to help clients achieve greater tax efficiency. Topics include income tax concepts and calculations, income tax research methods, gross income realization, exclusions and deductions, passive activities, alternative minimum tax, tax considerations of business forms, taxable and non-taxable property transactions, compensation planning, family tax planning, audit risk and dealing. Prerequisite(s); if any: ACC 201

ACC 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 Meets with ACC 544

ACC 345 - Corporate Tax (3)

Study of federal tax regulations and their application to the taxation of the partnerships, corporations, estates, and trusts. Prerequisite(s); if any: ACC 344. Meets with ACC 503.

ACC 363 - Forensic Accounting (3)

This is an introductory survey course, touching on nearly all of the areas of forensic accounting. The course begins by reviewing the history, accreditation bodies, and certifications in forensic accounting. Financial statement fraud, employee fraud, tax fraud, money laundering, and the litigation issues related to these crimes are examined. Specialty areas of forensic accounting such as cybercrime, economic damages, and business valuation will also be introduced. Same as ACC 563. Prerequisite(s); if any: ACC 301.

ACC 403 - Advanced Accounting (3)

Accounting for equity investments including goodwill, merger accounting, and consolidated financial statements. Accounting for derivatives, partnerships, and other advanced topics. Prerequisite(s); if any: ACC 301. Meets with ACC 515.

ACC 405 - Financial Reporting and Analysis (3)

Analyze and interpret financial statement information especially from the income statement and balance sheet. Topics will include accounting for revenues, accounts receivable, inventory, and other items that may be more difficult to interpret due to manager manipulation. Students will analyze ratios to evaluate firms including their liquidity, solvency, profitability, and efficiency. Prerequisite(s); if any: ACC 201. Meets with ACC 605.

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 407 - Financial Statement Analysis (3)

The primary objective of this course is to estimate firm equity value using financial statement information. Financial statement numbers will be interpreted in order to estimate future revenue, earnings, cash flow, and other value metrics. Financial statement information will also be used to recognize sustainable and transient earnings and cash flow components. The academic literature will be examined to showcase a number of prominent financial statement analysis strategies. Same as FIN 407. Prerequisite(s); if any: ECN 241 and FIN 333 . Meets with ACC 607

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 Meets with ACC 511

ACC 412 - Auditing Case Study (1)

Comprehensive audit case study including system of internal control, testing procedures, preparation of audit adjustment and audit report. Emphasis on computer as auditing tool. Prerequisite(s); if any: ACC 411.

ACC 443 - Advanced Tax Accounting Practicum (1.5)

This course is a supervised work experience in tax preparation and tax advocacy that mirrors practice in the profession. Students prepare tax forms for individuals and must successfully pass the IRS VITA volunteer tax preparer exam at the Advanced Preparer level. Students then are responsible for maintaining the professional requirements of the Free Tax Preparation Program. Students certified at the Advanced Preparer level will have the ability to prepare advanced tax returns, review basic tax returns, and serve as a student coordinator. Professional skills are emphasized. This course can be repeated once for credit. Course may be repeated 1 additional time. Prerequisite(s); if any: ACC 143 Pre or Co-requisite(s): ACC 344

ACC 470 - Accounting Internship (1 to 12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Course may be repeated up to a total of 12 credits. Same as ECN 470, FIN 470, MKT 470, MGT 470, RMI 470, SPM 470 Pass/Fail Prerequisite(s); if any: Approval of Instructor

ACC 491 - Current Topics in Accounting (1)

Update on current changes in pronouncements of the AICPA, FASB, SEC, and GASB and analysis of their effects on the contemporary accounting environment. Prerequisite(s); if any: Senior standing.

ACC 501 - Intermediate Accounting I (3)

Introduction to financial statement communication, information processing, measuring business income, and introduction to use of accounting information for managerial decisions. Topics include financial statements, cash flows, budgeting, and performance evaluation. Meets with ACC 301.

ACC 502 - Intermediate Accounting II (3)

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

ACC 503 - Corporate Tax (3)

Study of federal tax regulations and their application to the taxation of the partnerships, corporations, estates, and trusts. Prerequisite(s); if any: Must be enrolled in the MBA in Professional Accounting program or have the permission of the Coordinator of Accounting Programs. Meets with ACC 345.

ACC 506 - Health Care Accounting Processes (3)

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

ACC 507 - Accounting Information Systems (3)

This course covers the process flow of reporting financial transactions. Elements of an accounting system, internal controls over the financial reporting process, and the testing and recording of financial transactions, and documentation are examined. Business processes including inventory management, production cycle, accounts receivable, accounts payable, etc. are examined. Meets with ACC 307.

ACC 511 - 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. Meets with ACC 411

ACC 515 - Advanced Accounting (3)

Accounting for equity investments including goodwill, merger accounting, and consolidated financial statements. Accounting for derivatives, partnerships, and other advanced topics. Meets with ACC 403.

ACC 533 - Cost Management (3)

Decision models and methods for estimation and management of business costs, budgeting, activity-based cost systems, strategic cost management. Prerequisite(s); if any: Permission of Accounting Program Coordinator Meets with ACC 333

ACC 541 - Corporate Financial Reporting (3)

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

ACC 544 - Income Tax Accounting (3)

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

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

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

ACC 563 - Forensic Accounting (3)

This is an introductory survey course, touching on nearly all of the areas of forensic accounting. The course begins by reviewing the history, accreditation bodies, and certifications in forensic accounting. Financial statement fraud, employee fraud, tax fraud, money laundering, and the litigation issues related to these crimes are examined. Specialty areas of forensic accounting such as cybercrime, economic damages, and business valuation will also be introduced. Same as ACC 363.

Aging Studies

AGE 101 - Introduction to Aging (3)

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

AGE 214 - Biology of Aging (3)

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

AGE 218 - Rural Elderly (3)

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

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

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

AGE 300 - Select Topics: Aging Studies (3)

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

AGE 314 - Life Review (3)

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

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

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

AGE 320 - Supportive & Senior Housing (3)

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

AGE 400 - Select Topics: Aging Studies (3)

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

AGE 411 - Aging and Mental Health (3)

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

AGE 490 - Capstone Project (3)

Combine information and skills learned in regular courses, community placements, and other experiential learning with theory and direct this combined knowledge toward the completion of a substantial self-defined project. Prerequisite(s); if any: AGE 101 and AGE 214/BIO 214.

AGE 503 - Perspectives in Gerontology (3)

Literature relevant to the study of gerontology: an overview of current aging issues; current aging issues; current career opportunities; and aging in the future. Seminar format.

AGE 505 - Culture, Gender, and Aging (3)

Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework, engendering deeper insight into the diversity of cultural traditions and worldviews.

Animal Behavior

ANB 123 - Introduction to Animal Behavior (1)

This course will introduce students to the scientific study of animal behavior. Students will connect foundational concepts from across biology and psychology to understand how and why animals behave at an introductory level.

ANB 420 - Short Course in Animal Behavior (1)

Examination of animal behavior not covered extensively in another course. The format could include lectures, discussions, laboratory exercises,

field work, or any combination of these. Students may take up to three times for upper level animal behavior elective credits if topics differ. Students may subsequently take for unlimited free elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232 or Permission of Instructor.

ANB 428 - Zoo Animal Behavior and Husbandry (3)

Principles of animal behavior in a zoo setting. Includes learning modern zoo techniques for observing, caring for animals, and developing enriched environments to enhance normal behavior of zoo animals, and training of zoo animals. Prerequisite(s); if any: BIO 338 and BIO 338L Corequisite(s): ANB 428L.

ANB 428L - Lab for Zoo Animal Behavior and Husbandry (1)

Lab for Zoo Animal Behavior and Husbandry. Corequisite(s): ANB 428.

ANB 450 - Senior Research (3)

Students conduct original research on a subject in animal behavior based on proposals generated in PSY 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, or PSY 312; Junior or Senior standing; and Permission of Instructor.

ANB 470 - Practicum in Animal Behavior (3)

Students will complete an on-site work experience with a professional in an area of animal behavior. Students will integrate their understanding of animal behavior concepts with their practicum experiences. Prerequisite(s); if any: BIO 338 and permission of the department.

ANB 495 - Senior Seminar (3)

Critical analysis of current research by reading literature in the field of animal behavior to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

Anthropology

ANT 101 - Introduction to Anthropology (3)

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

ANT 205 - Human Beings in Evolutionary Perspective (3)

Introduction to the physical and cultural evolution of our species, to evolutionary theory and its implications for the understanding of human culture, and to archaeology and physical anthropology as fields of study.

ANT 243 - Caribbean Peoples and Cultures (3 (D))

Course exposes students to past and present Caribbean peoples, cultures, and historical processes, including African, European, and indigenous contributions to Caribbean societies; plantation slavery; emancipated communities.

ANT 251 - Native American Culture and History (3)

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

ANT 257 - Introduction to Gender and Sexuality (3)

Examination of the major concepts and theories in social science studies of sex, gender, and sexuality, with a focus on anthropological approaches.

ANT 263 - Anthropology of South Asia (3)

This course evaluates the diverse cultural contexts and histories of South Asia through an anthropological

lens. Drawing on recent ethnographic writing, the course explores contemporary social and political issues and will also evaluate and critique historical ethnographies and key tropes in the anthropology of South Asia. Students will critically engage with such topics as caste, colonialism, gender, health, family, food, globalization, migration, politics, religion, and sexuality, with attention to regional diversity and change.

ANT 267 - Introduction to Archaeology (3)

History and current contexts of archaeology as a discipline and profession in the United States, and basic principles and methods of archaeological practice.

ANT 274 - Cultural Anthropology: Research and Writing (3)

Concentrated study of research methods and writing in ethnography and ethnology. Focuses on issues of ethics, rapport, knowledge production, and reflexivity through reading, research exercises, and research project design/presentation. Prerequisite(s); if any: ANT 101.

ANT 283 - Urban Anthropology (3)

Introduction to the diversity of city life around the world and through history, especially as it reflects the social, political, and economic organization of the larger society. Detailed examinations of urban anthropological research methods.

ANT 300 - Select Topics: Anthropology (1 to 3)

Topics in various aspects of Anthropology. Vary from year to year.

ANT 304 - Human Bones and Teeth (1)

Introduction to the human skeleton, teeth, and joints. Review of names and locations of all bones and teeth, joint types, and pathology using actual human remains and artificial models. Same as HLS 304. Prerequisite(s); if any: ANT 101 or ENG 101 or IPE 102.

ANT 312 - Social Science Research Methods (3)

Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as SOC 312.

ANT 314 - Native American Languages (3)

Provides an overview of the indigenous languages of the Americas including their structure, classification, history, endangerment, revitalization, writing, and reflection of cultural features in expressions of animacy, respect, counting systems, kinship terms, possession, and vocabulary.

ANT 315 - Graveyard Archaeology (1)

Overview of cemetery archaeology in the US and around the world. Discussion of tombstones, mortuary artifacts, corpses, funerary rituals, and deviant burials including vampires and witches. Prerequisite(s); if any: ANT 101 or ENG 101

ANT 323 - Archaeology of North America and the Caribbean (3)

Explores archaeology of North America and Caribbean. Students understand peoples and cultures from first migrants to recent past; evidence of past American Indians, European settlers, enslaved and free African Americans; recent immigrant and indigenous cultures.

ANT 325 - CSI: Bones, Bodies, and Bugs (1)

Overview of crime scene investigation and evidence recovery techniques involving human bodies. Discussion of death scenes, body decomposition, analysis of human remains, and forensic entomology. Prerequisite(s); if any: ANT 101 or ENG 101

ANT 327 - Human Osteology (3)

Intensive introduction to the anatomy of the human skeleton, definition, and joints. Examination and

identification of skeletal and dental morphology, joint types and functions, growth and development, and pathology using actual human remains and artificial models. Same as HLS 327. Prerequisite(s); if any: ANT 101 or BIO 101.

ANT 335 - Forensic Anthropology (3)

Basics of crime scene archeology and human remains recovery. Skeletal analysis; personal identification; courtroom testimony; police procedures; mass fatality incident planning. Meets with ANT 535.

ANT 345 - Historical Archaeology (3)

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

ANT 347 - Archaeological Field School (0, 6)

Practical experience in archeological fieldwork. Exploration of regional history and cultural tradition through field trips and documentary research. Project locations may vary, and may include both domestic and international sites. Prerequisite(s); if any: Meets with: ANT 547.

ANT 351 - Language and Culture (3)

The Interrelation of culture and language; consideration of language impact on cultural behavior, cognition, and perception. Introduction to problems of socio-linguistics and communication. Meets with ENG 351.

ANT 355 - Afro-Latin American Invisibility and Centrality (3)

Despite the large presence of African descended people throughout the region of Latin America, little scholarship focused on this significant population until the twenty-first century. This course examines the historical and narrative process by which a white minority population rendered majority Afro-descended populations in Latin America invisible. Beginning with an overview of the trans-Atlantic slave trade from the sixteenth through the nineteenth-centuries, the course then turns to the Haitian Revolution to examine how racial and social hierarchies shaped historical archives and thus historical narratives. The class will take a closer look at how historians have come to understand the realities of slavery as well as Black-Native relations in colonial Latin America. We will then analyze the constructions of national identities based on the similar myth of mestizaje (racial mixing) in a comparative lens, focusing on the myth of "racial democracy" in Brazil, and Afro-Latin American invisibility in Cuba, Mexico, and Argentina. Through a variety of recent scholarship on the topic as well as primary source materials, students will gain an understanding of the legacies of anti-Black racism in Latin America and how historians have overcome these challenges to assert the centrality of Afro-Latin American populations in shaping the region's cultures and histories. Same as HIS 355.

ANT 362 - Magic & Religion (3)

Religious and magical behavior across the globe. Emphasis on major religions, magic and religion in folk society; shamanism, witchcraft, sorcery, ritual, and taboo; myths of origin, world view, and values in cross-cultural perspective.

ANT 367 - Food and Culture (3)

An anthropological and cross-cultural analysis of food production, distribution, and consumption.

ANT 375 - Culture & Personality (3)

The individual in society, and the role of environmental, social, and cultural factors in the development of personality. Cross cultural use of projective and other type of psychological tests. The role of culture in perception, cognition, and mental illness.

ANT 397 - Inside Globalization (3)

This course examines anthropological approaches to globalization. Students will consider how global movement, migration, and connectivity affect experiences and relations of gender, race, class, and religion. We will explore these issues within shifting contexts of health, economics, and politics. The course has a cross-regional focus, with attention to socio-structural dimension of human mobility, including

African, Asian, and Latin American populations and their diasporas.

ANT 400 - Select Topics: Anthropology (1 to 3)

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

ANT 405 - Sociology & Anthropology Theory (3)

The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as SOC 405.

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

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

ANT 423 - Senior Seminar (3)

The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as SOC 423. Prerequisite(s); if any: ANT 312/SOC 312.

ANT 427 - Contemporary Issues in Mexican Culture (3)

Examination of contemporary anthropological research on themes central to contemporary life in Mexico, including migration; drug trafficking and related violence; tourism; race and ethnicity; gender; and agriculture. Prerequisite(s); if any: ANT 251.

ANT 449 - Anthropology of Aging (3)

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

ANT 470 - Anthropology - Internship (1 to 6)

Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required. Prerequisite(s); if any: SOC 151, SOC 312, and Permission of Instructor and division dean. Meets with SOC 470.

ANT 490 - Independent Study (1 to 6)

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

ANT 500 - Contemporary Topics (3)

ANT 525 - Ancient Cities (3)

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

ANT 527 - Religion in the Ancient World (3)

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

ANT 535 - Forensic Anthropology (3)

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

ANT 545 - Historical Archaeology (3)

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

ANT 547 - Archaeological Field School (0, 6)

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

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

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

ANT 590 - Independent Study (3)

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

Arabic

ARB 101 - Beginning Arabic I (3)

Pronunciation and aural comprehension, elementary grammar, oral and written practice, reading of simple prose, cultural overview. Language lab required.

ARB 102 - Beginning Arabic II (3)

Continuation of ARB 101 and develops further all skills, speaking, writing, and listening, to complete the novice proficiency level of Arabic.

ARB 201 - Intermediate Arabic I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: ARB 102 or equivalent.

Biology

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

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

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

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

BIO 103 - Basic Human Anatomy and Physiology (0, 5)

Examination of the major structures and functions of the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in humans. This course is intended for students in programs that require a one-semester anatomy and physiology course.

BIO 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 111 - Nature and Humans (0, 4)

This course explores natural processes, ecological principles, and contemporary environmental changes that are significant to science, nature, and human

society. Students will study the natural world through hands-on and field-based activities.

BIO 112 - Human Sexuality (3)

Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal refection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology major. Same as PSY 207.

BIO 113 - Human Genetics (3)

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

BIO 114 - Water and Life (4)

This course explores the ways water influences life on Earth, including aspects of ecology, physiology, and biodiversity. Students will learn fundamental concepts of water science and will use hands-on field and laboratory activities to study water in nearby ecosystems.

BIO 123 - Introduction to Biology (1)

This course will introduce you to biology, the Biology major, and different options and career paths in biology. We will help you build your academic pathway to achieve your goals, as well as help you to understand how to succeed as a student and in the Biology major.

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 basic 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 or BIO 211 and BIO 212.

BIO 207 - Neurological Disorders (3)

Anatomical and physiological bases for selected neurological disorders, and evidence-based treatments. Prerequisite(s); if any: BIO 101 and BIO 102.

BIO 208 - Pharmacology & Pathophysiology (3)

Relationship between physiology, pathophysiology, and pharmacology. Theoretical understanding of physical assessment in clinical practice. Prerequisite(s); if any: BIO 101, BIO 102, CHE 211, or Permission of Instructor.

BIO 211 - General Biology I (0, 4)

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

BIO 212 - General Biology II (0, 4)

Diversity of life approached through the unifying theme of evolution. Comparative study of the form and function of representative species. Laboratory emphasizes comparative anatomy studies of the structural components of various organisms. Prerequisite(s); if any: BIO 211 or Permission of Instructor.

BIO 214 - Biology of Aging (3)

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

BIO 231 - Research Methods I (3)

Introduction to experimental design and analysis. Evaluate merit and content of primary literature, critique oral presentations by researchers, use computer spreadsheets and statistical software for data organization, graphical and written presentation, and data analysis. Corequisite(s): BIO 211 or BIO 212, or Permission of Instructor.

BIO 232 - Research Methods II (3)

Research design and presentation. Writing research papers using specific journal format and word processing software, graphical and oral presentation of research projects, writing letters of application and resumes, and critiquing oral presentations of researchers. Prerequisite(s); if any: BIO 231 or Permission of Instructor.

BIO 290 - Independent Study (1 to 3)

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

BIO 308 - Nutritional Pharmacology (3)

In learning basic pharmacology you will begin to understand the pathophysiology of disease processes. You will begin to understand the classes of drugs used in pharmacological therapy as well as how these drugs impact nutrition status. The goal is to begin to think critically of disease process through the application of physiology, anatomy, pharmacology and pathophysiology in the context of nutrition. Prerequisite(s); if any: BIO 102 or BIO 132.

BIO 313 - Introduction to Paleobiology (0, 4)

Fossil invertebrates and some plants and vertebrates, including dinosaurs. Fossil record as a tool for stratigraphy, paleoecology, paleoenvironmental and paleoclimatological reconstructions, and understanding evolution and mass extinctions. Lectures, laboratory, field trips. Same as GOL 313. Prerequisite(s); if any: GOL 225 or GOL 226 or BIO 212 or Permission of Instructor.

BIO 321 - Genetics (0, 4)

This course focuses on the fundamental classical and modern mechanisms of inheritance and their consequences as viewed from the molecular, cellular, organismal, and population levels. Laboratories include exercises and experiments that explore classic and modern genetic techniques. Prerequisite(s); if any: BIO 211. Pre or Co-requisite(s): CHE 211.

BIO 322 - Developmental Biology (0, 4)

Students will learn the fundamental and modern concepts, principles, and mechanisms responsible for animal and plant growth and development from gametogenesis through organogenesis. These processes will be described and demonstrated using various model organisms and classical and modern experimental approaches both in lecture and in the laboratory. Laboratories include observational and experimental studies. Prerequisite(s); if any: BIO 212 and BIO 232.

BIO 323 - Ecology (0, 4)

We will study the interactions among organisms and the environment at multiple temporal and spatial scales, including individuals, populations, communities, and ecosystems, and biomes. The laboratory will be devoted to field studies of local populations, communities, and ecosystems and to the development of basic skills in exploring, manipulating, and analyzing large ecological data sets. Prerequisite(s); if any: BIO 211 and BIO 212.

BIO 324 - Animal Physiology (0, 4)

The basic physiological principles of the neurological, endocrinological, muscular, cardiovascular, digestive, reproductive, and respiratory systems. Emphasis is given to the interrelationships of the physiological process among these systems through biofeedback control in maintaining homeostasis. Laboratory topics simultaneous with lecture. Prerequisite(s); if any: BIO 212, BIO 232 and CHE 212.

BIO 325 - Botany (0, 4)

We will investigate many aspects of biology from a botanical perspective, including plant anatomy and physiology, systematics, and ecology. We will also explore human uses of plants in agriculture, biotechnology, and medicine. Prerequisite(s); if any: BIO 212 and BIO 232.

BIO 327 - Cell Biology (0, 4)

Study of the cell as an organism. Organization and function of sub-cellular organelles and cellular interactions in tissues, emphasis on experimental methodology. Laboratory introduces methodology and instrumentation to investigate structure-function relationships in cellular structures. Prerequisite(s); if any: BIO 211, CHE 211 and CHE 212.

CHE 212 can be taken concurrently.

BIO 329 - Evolution (3)

Modern evolutionary analysis of microevolution, macroevolution, molecular evolution, population genetics, and phylogeny reconstruction. Philosophy of science and experimental design are studied as they relate to evolutionary biology. Lecture Only. Prerequisite(s); if any: BIO 212.

BIO 336 - Histology (0, 4)

Microscopic anatomy of mammals, focusing on tissue morphology, development and organization in major organ systems. Structural aspects of differentiated tissues and related physiological function. Lecture and Laboratory. Prerequisite(s); if any: BIO 211 and BIO 212.

BIO 338 - Animal Behavior (3)

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

BIO 338L - Animal Behavior Laboratory (1)

Contemporary experimental methods using an ecological and evolutionary approach to the study of animal behavior. Observational and experimental

procedures will be used to study animal behavior in the laboratory and natural habitats.

BIO 343 - Neuroscience (3)

The nervous system, from building blocks to brain, including disciplines of anatomy, physiology, cell biology, and psychophysics. Critical analysis of the primary literature. Prerequisite(s); if any: BIO 211 and BIO 212, or CHE 211 and CHE 212, or PHY 151 and PHY 152.

BIO 362 - Endocrinology (3)

Advanced study on the functional interrelationships of the endocrine system within biological organisms. Emphasis on the endocrine system's response to external and internal stimuli in maintaining homeostasis. Phylogeny of hormones and clinical dysfunction. Prerequisite(s); if any: BIO 324 or Permission of Instructor.

BIO 363 - Biochemistry (3)

Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as CHE 363. Prerequisite(s); if any: CHE 331 and CHE 332.

BIO 390 - Independent Study (1 to 3)

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

BIO 400 - Contemporary Biological Research (1)

Various topics, based on research presented by guest lecturers, including those from the Asa Gray Seminar Series. Requires reading and discussion of the current literature presented in these talks. May be repeated once for credit. Prerequisite(s); if any: BIO 232 or Permission of the Instructor.

BIO 420 - Short Course in Biology (1)

Examination of biology not covered extensively in another course. The format could include lectures, discussions, laboratory exercises, field work, or any combination of these. Students may take up to three times for upper-level biology elective credits if topics differ. Students may subsequently take for unlimited free elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232, or Permission of Instructor.

BIO 423 - Aquatic Biology (0, 4)

Students will learn about the interplay between physical, chemical, and biological relationships in marine and freshwaters. Topics include energy and nutrient cycling, microscopic and macroscopic organisms, food webs, and ecosystem structure. Laboratory includes field work, lab techniques, and data analysis. Prerequisite(s); if any: BIO 211, BIO 212, CHE 211, CHE 212, or Permission of Instructor.

BIO 432 - Principles of Microbiology (0, 4)

Survey of microbial groups including bacteria, viruses, fungi, protists, and some invertebrate parasites. Bacterial structure, physiology, genetics, infection and disease, and immune response. Laboratory experience in isolation, culturing, morphological and biochemical characterization and identification; chemical and physical control of microbial growth. Prerequisite(s); if any: BIO 211 and CHE 211 and CHE 212.

BIO 436 - Biology of Vertebrates (0, 4)

Vertebrate animals from an evolutionary perspective. Laboratory emphasizes comparative anatomy including gross anatomical and histological material. Lecture includes ecology, behavior, anatomy, and evolutionary relationships. Prerequisite(s); if any: BIO 212.

BIO 437 - Biology of Invertebrates (0, 4)

Survey of invertebrate animals from an evolutionary perspective, including the ecology of behavior, anatomy, and evolutionary relationships of major groups. Laboratory emphasizes comparative study of form and function of representative species. Prerequisite(s); if any: BIO 212.

BIO 438 - Conservation Biology (3)

Biodiversity and conservation of species and habitats including quantification of biodiversity; human-accelerated threats to biodiversity and various solutions to these threats; and the social, economic, and political dimensions of the conservation of biodiversity. Prerequisite(s); if any: BIO 212.

BIO 450 - Senior Research (3)

Students conduct original research on a subject in biology in consultation with a faculty mentor in the Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, junior or senior standing, and permission of department.

BIO 453 - Molecular Biology (0,4)

This course focuses on how nucleic acids (DNA and RNA) interact with proteins to regulate a variety of cellular processes. Emphasis will be placed on the molecular mechanisms of DNA replication, mutation and repair, transcription, protein synthesis, gene regulation, RNA biology, epigenetics, and genomics in eukaryotes and prokaryotes. Topics in modern molecular biology and applications of techniques in a variety of fields ranging from medicine to agriculture will be integrated into the course. Laboratories employ techniques in modern recombinant DNA technology and its applications. Prerequisite(s); if any: BIO 321 or Permission of Instructor.

BIO 454 - Immunology (3)

Advanced study of the immune system in animals. Emphasis on immunochemistry, cellular immunity, immunopathology, and role of immune system in transplantation, cancer, and AIDS. Prerequisite(s); if any: BIO 327 or Permission of Instructor.

BIO 455 - Virology (3)

Biology of bacterial, plant and animal viruses. Virus structure, infective and replicative cycles, virus-host interactions. Role of viruses in infectious disease and cancer. Viruses as vehicles in biotechnology and gene therapy.

BIO 463 - Neuropharmacology (3)

Biological basis of how pharmaceutical drugs interact with the central nervous system and alter behavior. Examines cellular mechanisms of disease and interactions between cells and drugs, especially those treating diseases and influencing human behavior. Prerequisite(s); if any: BIO 343.

BIO 464 - Sensory Biology (3)

Examination of sensory systems including: how environmental stimuli are transduced by various sensory systems, how information is encoded, and how the brain processes and analyzes incoming information. Prerequisite(s); if any: BIO 101 and BIO 102, or BIO 324.

BIO 470 - Practicum in Biology (3)

Applied experience in a specific field of study. Interns will work with or shadow a professional in an applied area of biology, prepare a manuscript and oral presentation describing the experience. Prerequisite(s); if any: 25 credits in Biology.

BIO 490 - Independent Study (1 to 3)

Individually supervised research and study.

BIO 495 - Senior Seminar (3)

Critical analysis of research literature and integration of diverse disciplines to foster a more comprehensive understanding of issues in the biological sciences. Prerequisite(s); if any: 25 credits of Biology coursework.

BIO 496 - Biology Senior Evaluation (0)

Senior Biology majors must satisfactorily complete the Biology Major Field Test on a designated date during the semester of graduation and complete additional evaluation measures (pass/fail). Must be a Biology major in the semester of graduation. Prerequisite(s): Permission of instructor. Prerequisite(s); if any: Senior in semester of graduation and Permission of instructor.

BIO 524 - Tropical Ecology (3)

Study of relationship between tropical organisms and their environment, with special emphasis on biological

diversity, and population, community, and ecosystem ecology of tropical environments. Required field trip to the tropics.

BIO 528 - Science and Fiction (3)

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

BIO 538 - Animal Behavior (3)

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

BIO 538L - Animal Behavior Laboratory (1)

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

BIO 543 - Neuroscience (3)

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

BIO 590 - Independent Study (0 to 6)

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

Business Administration

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.

BUS 227 - Data Management (3)

This course introduces students to the concept of relational databases which many organizations use to store data. Students will explore how programming languages are used to retrieve the information relevant to business data-driven decision making. The topics covered include creating and using relational models and data modeling with entity-relationship diagrams, retrieving information from single and multiple tables, sorting and formatting data, and creating a database with tables. Prerequisite(s); if any: BUS 123.

BUS 326 - Business Analytics (3)

This course introduces students to current issues in the utilization of business analytics (BA) in organizations. Topics include the concepts, methodologies, and tools to efficiently and effectively implement BA endeavors. Course activities emphasize using data analysis and modeling of business problems, developing models and interpretation, and effective communication of the results. Prerequisite(s); if any: MAT 143 or MAT 201, BUS 123, ECN 241.

BUS 343 - Programming for Business (3)

This course provides an introduction to programming tools. Students will learn how to use programming to retrieve, manipulate, and visualize data. Students do not need to possess prior programming experience. The course will introduce how to explore data structures within relevant programming environments, write control flow statements and functions, access data from the web and databases, and utilize data analysis libraries. Prerequisite(s); if any: ECN 241.

BUS 353 - Data Modeling for Business (3)

This course explores predictive data analysis techniques in business-specific applications. Students will address business problems such as developing effective marketing strategies, predicting employee turnover, auditing, and credit approval decisions. Students will implement the techniques with statistical programming tools. Prerequisite(s); if any: BUS 326 and BUS 343.

BUS 363 - Business Visual Analytics (3)

This course develops the essential business-specific data presentation skills through visualization tools and techniques. Students will learn how to employ visualization software as part of data storytelling. Prerequisite(s); if any: BUS 326, MAT 151, or MAT 201.

BUS 455 - Simulation and Risk Analysis (3)

Students will learn how to use the Monte Carlo simulation to improve data-driven decision making and to address a variety of business problems, including questions of strategy, operational efficiency and quality issues, marketing decisions, and finance applications. Students will use simulation software to explore and attempt to resolve a variety of business problems. Prerequisite(s); if any: BUS 343, BUS 353 and BUS 363.

BUS 456 - Business Data Analytics Capstone (3)

This course provides an experiential opportunity for students to utilize what they have learned in previous business data analytics courses by exploring the implications, impact, and assumptions associated with model choice as it pertains to a real-world business problem. An emphasis is placed on framing the business problem, developing a data-driven solution or finding, and communicating findings and results. Prerequisite(s); if any: BUS 353 and BUS 363.

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 523 - Project Accounting and Financial Analysis (3)

This course is designed to increase our students' fluency in understanding, selecting, analyzing, and using financial information in order to make various types of management decisions. The basic functions of management include planning, organizing, controlling, and evaluating the results of operations. Fulfilling these functions requires managers to make a wide variety of decisions, and much of the information that managers must rely on to make these decisions is expressed in accounting and financial terms.

BUS 527 - Digital Marketing (3)

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

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.

BUS 553 - Project Management (3)

The knowledge and ability to manage complex projects in any industry is a vital skill for today's business and government leaders. In this course, students explore key concepts and principles of effective project management. Students are introduced to the initial stages of project management, concepts of project scope and time management, and issues in cost and procurement management using a series of case studies and analytical exercises. Course content is linked to the CompTIA ® Project+ certification exam. Prerequisite(s); if any: BUS 523

BUS 554 - Project Management Leadership (3)

In this course, students explore key concepts and principles of effective project management leadership. Students explore the final stages of project management, concepts of human resources and stakeholder management, effective risk and quality management, and approaches to project management leadership using a series of case studies and analytical exercises. Course content is linked to the CompTIA ® Project+ certification exam. Prerequisite(s); if any: BUS 553

BUS 576 - Strategic Communication Management (3)

Strategic Communication Management advances the student's public relations/communication management knowledge on a wide variety of communication disciplines including media relations (social and mainstream), multicultural relations, consumer relations, investor relations, corporate social responsibility, government relations, and employee communications. Case studies illustrate how strategic communication and public relations are practiced in different organizations by both internal practitioners and external agency consultants. Developing critical thinking and problem-solving strategies is a key focus of this communication management class.

Business and Management

FIN 322 - Managing Information Systems (3)

Principles of databases and information systems from the following perspectives; accounting, executive, marketing, manufacturing, financial, and human resources. Includes decision support and knowledge-based systems. Prerequisite(s); if any: MGT 201 and CSC 117.

FIN 357 - Retirement Planning and Employee Benefits (3)

Financial planning for individuals and families; retirement planning, estate planning, special circumstances savings goals, managing cash flow and debt, evaluating credit, and the appropriate application of insurance or annuity products. Prerequisite(s); if any: RMI 273.

FIN 483 - Cases in Financial Planning (3)

The capstone course in financial planning enhances the knowledge and skills of students seeking to attain CFP certification, including the ability to deliver professional and competent financial planning services to the public. The course integrates financial planning subjects learned in the previous six courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to develop financial planning recommendations and construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. For the final project, students will prepare and present a comprehensive plan to the faculty.

MGT 101 - Introduction to Contemporary Business (3)

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

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

This course is designed to provide students with an overview of the health care industry, an awareness of the many career opportunities available in the field of health care management, and a working knowledge of

basic managerial skills as applied in health care settings. Students will interact with current managers employed in both direct and indirect healthcare settings. They also will learn to apply fundamental accounting, marketing, human resource, finance and leadership skills to address a variety of managerial problems.

MGT 130 - Pioneering Solutions (1)

Participation on the staff of a student-run business consulting organization, Pioneering Solutions. Weekly class meeting required. Open to all majors. May be taken four times for credit.

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 or SPM 101 or CMG 103.

MGT 300 - Select Topics: Management (1 to 3)

Topics in various aspects of Management. May vary from year to year.

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 371 - Human Resource Management (3)

Advanced examination of HRM functions, its role in organizations, and its future implications for managers and others. Emphasis on areas of HRM specialization. Prerequisite(s); if any: MGT 201.

MGT 372 - Operations Management (3)

Operational process design, planning and control. Includes project management, process analysis, forecasting, inventory control, manufacturing process selection and design, aggregate sales and operations planning, material requirements planning and scheduling. Prerequisite(s); if any: ECN 241, MGT 201.

MGT 375 - Labor Relations and Collective Bargaining (3)

Collective bargaining as a basic process of the determination of wages and other terms of employment; the mechanics followed by unions and management; the role of government and law; the administration of collective agreements. Prerequisite(s); if any: MGT 201

MGT 379 - Foundations of Entrepreneurship (3)

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

MGT 400 - Select Topics: Management (1 to 3)

Topics in various aspects of Management. May vary from year to year.

MGT 422 - Management of Technology (3)

Competitive advantage through management of information technology, electronic commerce, data warehousing, data mining, supply chain management, knowledge management, enterprise resources planning, wireless and pervasive computing, cloud computing, and social networking. Prerequisite(s); if any: CSC 117 and MGT 202.

MGT 428 - Strategic Management and Leadership (3)

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

MGT 431 - Entrepreneurship Innovation (3)

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

MGT 432 - Entrepreneurship Financing (3)

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

MGT 451 - Advanced Management Applications (3)

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

MGT 470 - Management - Internship (1 to 12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Same as ACC 470, ECN 470, FIN 470, MKT 470, RMI 470, SPM 470. Pass/Fail Prerequisite(s); if any: Permisson of Instructor

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: MGT 201.

MGT 474 - Human Resource Development (3)

Theories, models, and applications for Human Resource Development (HRD). Critical topics; discussion of theories, models, and related research. Prerequisite(s); if any: MGT 371.

MGT 490 - Independent Study (1 to 6)

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

MGT 501 - Management and Marketing (3)

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

MGT 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. Same as HCA 525.

MGT 531 - Marketing and Strategic Planning in the Service Sector (3)

This course examines broad aspects of service sector marketing, management, and strategic planning. Students will explore a variety of topics, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering services. Same as HCA 531.

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.

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

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

Chemistry

CHE 103 - Chemistry and Society (3)

Study of the chemical principles necessary to understand examples drawn from students' daily experiences and current news items such as nuclear power, plastics, food, genetic technology, ozone depletion, acid precipitation, greenhouse effect, drugs, cosmetics, poisons, household chemicals. Lecture/discussion/demonstration. Model building with kits supplied.

CHE 105 - Chemistry of Everyday Things (0,4)

Study of the chemistry behind everyday items, such as food, drugs, cosmetics, and plastics, through exploration using a lecture and laboratory setting.

CHE 113 - Survey of Chemical Principles (4, 0)

This course will introduce a molecular worldview and chemical principles using topics from general chemistry as a one-semester survey course. Some emphasis will be placed on applications of general chemistry concepts relevant to biochemical systems. Topics covered will include periodicity, structure and bonding, concentrations and stoichiometry, reactivity including equilibrium reactions, and acids and bases.

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

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

CHE 211 - General Chemistry I (0,4)

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

CHE 212 - General Chemistry II (0,4)

Chemical equilibrium, kinetics, acids/bases, oxidation/reduction, metals, nonmetals, organic chemistry, biochemistry. Three hours of

lecture/demonstration/ discussion and three hours of laboratory per week. Prerequisite(s); if any: CHE 211

CHE 213 - Introduction to Chemical Research Methods (3)

How chemists perform and communicate research. Experimental design, chemical analysis, use of chemical literature, use of chemical data. Communication methods including writing in ACS style, graphing and importing of graphs, written and oral presentations. Prerequisite(s); if any: CHE 211. Corequisite(s): CHE 212.

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

Basic concepts of organic and biochemistry. Structure, chemistry, and importance of selected carbon compounds, aspects of cellular metabolism. Relationship between medicine and chemistry. Lecture and laboratory. Does not count toward the major in biology, chemistry or physics. Prerequisite(s); if any: CHE 211.

CHE 323 - Quantitative Analysis (0,5)

Fundamental and modern chemical analysis. Laboratory applications and interpretations of analytical data. Gravimetry, titrimetry, optical, and electroanalytical methods. Lecture, discussion, problem solving. Six hours of laboratory per week. Prerequisite(s); if any: CHE 212.

CHE 331 - Organic Chemistry I (0,4)

Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite(s); if any: CHE 212.

CHE 332 - Organic Chemistry II (0,4)

Chemistry of carbon compounds. Structure, mechanism, synthesis, instrumentation. Three hour laboratory. Prerequisite(s); if any: CHE 212.

CHE 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)

Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as PHY 345. Prerequisite(s); if any: CHE 212, MAT 202 and one year of college physics.

CHE 346 - Physical Chemistry II: Structure (3)

Quantum chemistry, spectroscopy, kinetic theory, Maxwell-Boltzmann statistics. Prerequisite(s); if any: MAT 202 and one year of college physics.

CHE 346L - Physical Chemistry Laboratory (1)

Laboratory work in thermodynamics, kinetics, spectroscopy, and molecular modeling to accompany CHE 346. Prerequisite(s); if any: One year of physics, CHE 332 and CHE 345 preferred. Corequisite(s): CHE 346

CHE 350 - Research Methods (1 to 3)

Chemical and biochemical research under the direction of a faculty member. Each student and her or his research advisor must submit a proposal to the department for approval prior to enrollment. Students must submit a research summary to the department at the end of the semester and present an oral report to a session of CHE 400.

CHE 363 - Biochemistry (3)

Chemical and biological properties of the principal components of cellular metabolism. Emphasis on the interrelation and controls of the metabolic pathways involved in energy utilization. Same as BIO 363. Prerequisite(s); if any: CHE 331 and CHE 332.

CHE 363L - Biochemistry Laboratory (1)

Biochemistry laboratory techniques: isolation and purification of biomacromolecules, characterization and measurement of proteins, enzymes, carbohydrates, lipids, and other compounds. Historical and contemporary methods of biochemical analysis.

CHE 390 - Independent Study (1 to 3)

Directed studies in specialized areas of chemistry. Each student and her or his research advisor must submit a proposal to the department for approval prior to enrollment. Students must submit a written report to the department at the end of the semester and present an oral report to a session of CHE 400.

CHE 400 - Select Topics: Chemistry (1 to 3)

Advanced physical, organic, inorganic, medicinal, and/or biochemistry; review of current chemical and biochemical literature; detailed examination of advanced chemical research areas. May be repeated for credit as long as the topic is different. Prerequisite(s); if any: Permission of Instructor.

CHE 400L - Select Topics: Laboratory Chemistry (1,2)

Advanced Analytical Laboratory Experiments in physical, organic, inorganic computational, and/or biochemistry. May be repeated for credit as many times as desired as long as the topic is different. Prerequisite(s); if any: Permission of Instructor.

CHE 403 - Chemistry of Cooking (3)

This course explores the science behind the cooking, using chemical principles to describe and explain food preparation and transformation. Prerequisite(s); if any: CHE 331.

CHE 405 - Environmental Chemistry (3)

Sources, reactions, transport, effects and fates of chemical species in water, soil, and air environments. From global and regional problems to localized concerns. Safe handling, storage, and disposal of chemicals in a laboratory environment. Prerequisite(s); if any: CHE 332.

CHE 423 - Instrumental Methods (0,5)

Theory and principles of modern analytical instruments and techniques. Optical and electrochemical methods, chromatography, mass spectroscopy and magnetic resonance. Three hours lecture and six hours laboratory per week. Prerequisite(s); if any: CHE 323 and CHE 345. (CHE 345 may be taken concurrently).

CHE 433 - Advanced Organic Chemistry (3)

Mechanism and structure in organic chemistry. Use of chemical literature. Three lecture/discussion hours per week. Prerequisite(s); if any: CHE 332

CHE 433L - Advanced Organic Chemistry Laboratory (1)

Special problems in organic chemistry. Three hours per week. Laboratory reports required. Corequisite(s): CHE 433

CHE 463 - Biochemistry II (3)

Biological Membranes and Transport, Biosignaling, Metabolic Regulation, Urea Cycle, Biosynthesis of Amino Acids, Lipid Biosysthesis, Oxidative and Photophosphorylation, Integration of Metabolism. Prerequisite(s); if any: BIO 363/CHE 363.

CHE 473 - Inorganic Chemistry (0,4)

Selected topics in theoretical and descriptive inorganic chemistry. Bonding, periodic trends, acid-base theory, ligand field theory, molecular orbital theory, transition metal coordination chemistry. Laboratory emphasizes synthesis and instrumental characterization. Prerequisite(s); if any: CHE 345 (may be taken concurrently).

CHE 489 - Honors Tutorial (3)

Open to students in the Utica University Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 495 - Senior Seminar (1)

Safety and environmental issues; professional expectations and ethics; employment and career opportunities; graduate school; current directions in chemical and biochemical literature; and student research. No more than two credit hours may be applied toward the Chemistry major. May not be used toward the minor in Chemistry. Prerequisite(s); if any:

16 hours of Chemistry and Junior or Senior standing or Instructor Approval.

CHE 499 - Honors Tutorial (3)

Open to students in the Utica University Honors Program. Laboratory or theoretical creative research with a faculty supervisor.

CHE 505 - Environmental Chemistry (3)

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

CHE 514 - History of Chemistry (3)

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

CHE 590 - Independent Study (1 to 6)

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

Chinese

CHI 101 - Beginning Chinese I (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose.

CHI 102 - Beginning Chinese II (3)

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

Communication Arts

CMM 101 - Interpersonal Communication (3)

This course is designed to enable a student to become a better communicator by developing a more sophisticated understanding of the communication process and the opportunities and challenges it presents. We will explore how the style and content of communication influences personal identity, relationships, and goal achievement. The ultimate objective is to enable the student to optimize his/her strategic communication competencies in order to be better prepared to identify and solve personal, relational, and organizational problems.

CMM 103 - Introduction to Public Speaking (3)

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

CMM 104 - Digital Public Address (3)

This course examines fundamental principles of public speaking, focusing on informative and persuasive messages in virtual contexts. Students will learn to choose interesting topics, research and organize content, and craft and present digital speeches using effective verbal and non-verbal delivery skills and techniques.

CMM 164 - Media Literacy (3)

The production, dissemination, and reception of mediated messages are examined across a variety of media platforms, including the internet, television, and print. Students will learn how to access, analyze, and evaluate mediated content to critically assess the underlying values and messages presented by media entities. In an era where news organizations are routinely charged with fake or biased presentations, students will also learn how to distinguish news from propaganda and opinion from fact.

CMM 173 - Television in Focus (1 to 3)

In-depth analysis of selected, significant, television programs, producers, and/or actors, and their contribution to the mass communication medium. Generally, a different subject will be examined each time the course is offered (e.g., All in the Family, Mad Men, Norman Lear, etc.). Course may be repeated up to six credits, but topics may not be duplicated. Check schedule for topic. May be repeated for up to 6 credits. Prerequisite(s); if any: ENG 101

CMM 203 - Oral History Performance: An Introduction to Critical Ethnography (3)

Students will conduct interviews with people who lived through a major historical event or social movement, consider their interviewee's story in context, and perform the story of their interviewee, developing both critical thinking skills and practical oral communication skills.

CMM 226 - Introduction to Media Criticism (3)

While it is important to be knowledgeable about the various channels of media, it is just as valuable for students to understand the potential sociological and psychological impact the media has on the mass population. Introducing students to a variety of analytic methods will encourage students to think critically about the media. Basic semiotic, postmodern, psychoanalytical, Marxist, and feminist ideological methods will be applied to develop a cultured perspective of the media encoding process. Students will not only enhance their media literacy, but also become competent critical thinkers who are able to conduct research of the media and texts.

CMM 303 - Storytelling (3)

The performance and analysis of traditional oral storytelling. Our cultural and personal identities are wrapped up in the stories we tell and the stories others tell about us. Students will learn how to apply traditional storytelling to everyday life situations: education, public speaking, business, religion, interpersonal and familial relationships, and in entertainment/performing arts. Prerequisite(s); if any: CMM 103 or THE 136

CMM 325 - Intercultural Communication (3)

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

CMM 338 - The Rhetoric and Performance of Tourism (4)

This course explores contemporary tourism in a broad context of communication and rhetoric. Tourism is a popular leisure pursuit, of course, as well as a booming multinational industry. But tourism is also a complex medium of transnational communication that is transforming daily life and the experience of being human. This course will challenge you to apply the knowledge and skills developed during your liberal arts education to solving problems in the field of tourism, one of the largest global economic sectors.

CMM 390 - Independent Study (1-6)

Individually supervised study that provides the opportunity to engage in original research or pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor. May be repeated up to six credit hours provided topics are not the same. Permission of Instructor required. Course may be reapted for up to 6 credits.

CMM 481 - Senior Seminar (3)

The field of communication is so varied that it is important for students to prepare for graduation with a capstone experience that enables them to reflect on what they have learned and where that learning is going to take them in the future. Senior Seminar brings communication students with many interests

together to talk about why they chose to study communication and what they plan to do with their degrees. Different areas of the field and various career options will be explored. Students will also develop a resume and a plan for finding a rewarding career.

CMM 490 - Independent Study (1-6)

Individually supervised study that provides the opportunity to engage in original research or pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor. May be repeated up to six credit hours provided topics are not the same. Permission of Instructor required. Course may be reapted for up to 6 credits.

COM 130 - WPNR Practicum (1)

Participation on the staff of the campus radio station WPNR (90.7). Weekly class meeting required. Open to all majors. May be taken four times for credit.

COM 261 - Broadcasting and the Public Interest (3)

Evaluation of television and radio as factors in society. Foreign systems of broadcasting, government regulations, station and network operation, and audience analysis, with consideration of roles played by radio and television in education, politics, government, and other aspects of our society.

COM 300 - Topics in Communication Arts (3)

Application of concepts and skills of communication arts to specific situations, such as gender or non-verbal communication. May be repeated once provided the topic is not the same.

COM 301 - Advanced Interpersonal Communication (3)

Selected theories and research findings. Students select aspects of interpersonal communication theory and report on their findings. Prerequisite(s); if any: CMM 101.

COM 305 - Group Problem Solving and Decision Making (3)

Study of group problem-solving processes, the nature of individual and group reflective thinking; techniques of definition, research, and analysis; the nature of evidence; evaluation of effectiveness in discussion. Prerequisite(s); if any: CMM 101 or CMM 103.

COM 310 - The Motion Picture (1)

Informal exposure to independent, foreign language, experimental and classic motion pictures. Weekly attendance at Thursday evening film series required. May be taken three times for credit. Same as FLM 310.

COM 313 - Performance Studies (3)

A performance-centered approach to the study of communication and culture. Students will explore how human communication may be understood using performance as a metaphor and method of study. Prerequisite(s); if any: CMM 103 or THE 136.

COM 337 - Health Communication (3)

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

COM 341 - Organizational Communication (3)

Human communication in the modern organization (government and industry): the communication process, communication skills useful to the individual in the organization, ways and means of analyzing the organization's communications system, and ways and means of achieving higher levels of efficiency and effectiveness in this system.

COM 365 - Writing and Announcing for Radio/Television (3)

Introduction to radio and television as media for the writer; study of skills required for announcer and performer. Students prepare material for commercial

and public service and practice delivery in the campus radio studio.

COM 368 - Broadcast News and Society (3)

Critical examination of mode, structure, discourse, and practices of broadcast news. Role of broadcast news in democracy.

COM 375 - Introduction to Radio Production (3)

Fundamentals of radio production. Training in the creative use of studio and control room equipment. Construction of programs. Emphasis on local station production practices.

COM 385 - Political Communication (3)

The role of communication in all phases of politics: political socialization; public opinion and polling; electoral campaigns; social movements; congressional and judicial processes; role of the news and entertainment media; impact of new technologies.

COM 403 - Argumentation (3)

Types, forms, construction, and criticism of argument. Theories of and approaches to study of argumentation and debate. Prerequisite(s); if any: CMM 103.

COM 411 - Communication Theory (3)

Theories of human communication including definitions, functions, and levels. The role of communication in the development of the individual.

COM 426 - Theories of Visual Communication (3)

Theories, analysis, and criticism of visual communication in film, comics, photography, advertising, and other media.

COM 461 - Rhetorical Theory and Criticism (3)

History and theories of rhetoric. Understanding what rhetoric is and how rhetorical criticism helps analyze and evaluate society. Prerequisite(s); if any: CMM 101 or CMM 103.

COM 466 - Community Organizing (3)

Theories and principles of organizing communities to combat apathy and build power for positive social change.

COM 470 - Communication - Internship (1 to 6)

On-site experience in an organizational setting (governmental, corporate, service, broadcast). Focus on applying and developing skills. Student and teacher determine specific learning objectives and solicit sponsoring organization. Prerequisite(s); if any: Permission of Instructor.

COM 490 - Independent Study (1 to 3)

COM 490 Independent Study (3) IR

COM 541 - Organizational Communication (3)

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

COM 564 - Leadership Communication (3)

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

COM 577 - Crisis Communication (3)

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

Computer Science

CSC 101 - Computer Science I (0,3)

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

CSC 102 - Computer Science II (0,3)

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

CSC 116 - Introduction to Interactive Media and Game Development (2)

Introduction to software development and computational thinking by learning how to plan, design, implement and test multimedia applications, interactive stories, simulations, interactive art and computer games.

CSC 117 - Microcomputers and Application Software (3)

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

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

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

CSC 201 - Discrete Mathematics (4)

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

CSC 206 - Cybersecurity Scripting (3)

This course presents the student with an understanding of information security programming and script writing utilizing Python and other scripting languages. Prerequisite(s); if any: Permission of Instructor.

CSC 207 - Linux for Security and Forensics (3)

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

CSC 217 - Computer Programming for Business Applications (3)

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

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

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

CSC 300 - Topics in Computer Science (1 to 3)

Current topics in the development of new hardware and software technology. May be repeated twice for credit in different topic areas.

CSC 301 - Foundations of Computing (3)

Continuation of CSC 201. Set algebra, permutations, combinations, relations, functions, languages, and finite state machines. Prerequisite(s); if any: CSC 201.

CSC 303 - Computer Organization & Programming (4)

Digital logic, micro-programming, machine and assembly language programming. Boolean logic and its relationship to actual circuits such as adders, multiplexers, dimultiplexers, shifters, and flip-flops.

Hypothetical computer is used to illustrate microprograms/interpreters. Lecture and Laboratory. Prerequisite(s); if any: CSC 101 and CSC 201.

CSC 316 - Object-Oriented Programming (3)

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

CSC 322 - Data Structures and Algorithms (3)

The implementation of lists, linked lists, pointers, stacks, queues, graphs, and trees. Includes the study of searching and sorting algorithms. May be taken concurrently with CSC 301. Prerequisite(s); if any: CSC 102 and CSC 301.

CSC 323 - Introduction to Networks (3)

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

CSC 325 - Programming Languages (3)

A comparative study of programming languages and paradigms. This survey will include block-structured, procedural, functional, object-oriented, and declarative programming languages. Formal language specification and processing including Backus-Naur-Form, lexical analysis, and parsing. Prerequisite(s); if any: CSC 102.

CSC 338 - Applied Cryptography (3)

Overview of the basic aspects of cryptographic techniques and real-world applications. Topics to be covered in the course include: symmetric cryptography, public key cryptography, file hashing, digital signatures, and steganography. Prerequisite(s); if any: CRJ 101 or CYB 233.

CSC 343 - Database Systems (4)

Design, implementation, and management of database systems with an emphasis on practical applications. Prerequisite(s); if any: CSC 102 and CSC 201.

CSC 390 - Independent Study (1 to 3)

Advanced concepts in computer science. Individual independent study based on a plan of study submitted by the student and approved by the instructor and the school dean. An appropriate major project will be expected to be completed.

CSC 407 - Linux System Administration (4)

An in-depth and fully hands-on course that enhances the students' understanding of Linux system administration, network service integration, and security. Prerequisite(s); if any: CSC 101 and CSC 323

CSC 411 - Artificial Intelligence (3)

Introduction to the field of artificial intelligence. Topics chosen from symbolic pattern matching, goal reduction, constraint propagation, problem solving, search techniques, knowledge representation, language understanding, rule based systems, and neural networks. Corequisite(s): CSC 322.

CSC 425 - Operating System Concepts (3)

Principles of operating systems including: evolution to the present; concerns for the future; multiprogramming and the problems associated with it (memory management, CPU scheduling, protection, deadlock handling); file systems; virtual memory techniques; and disk scheduling. Prerequisite(s); if any: CSC 303.

CSC 432 - Computer and Network Security (4)

Fundamentals of securing computers and networks. Includes security objectives, threats, vulnerabilities, types of attacks, authentication methods, access control methods, encryption, intrusion detection, VPNs, firewalls and security as it relates to the WWW. Prerequisite(s); if any: CSC 101, CYB 233 and CSC 323. Senior standing or Permission of Instructor.

CSC 433 - Software Engineering (0,3)

Theory and practice of development of large software systems. Concepts, tools, and techniques used for project definition through implementation and maintenance. Development team approach emphasized. Prerequisite(s); if any: CSC 322.

Construction Management

CMG 103 - Introduction to Construction Management (3)

The construction industry, its historical background, the built environment, and industry professionals. Construction culture, themes and trends. Innovation in materials, methodology, and building techniques. Needs, function, and wants that dictate why and how buildings are erected. Corequisite(s): CMG 104.

CMG 104 - Plan Reading and Quantity Takeoff (3)

Reading and comprehending construction drawings. Building systems, applications, components, design techniques, and methodology of building. Quantity takeoffs of various construction components. Students will quantify all the materials for the building structure, surrounding area, and utilities. Corequisite(s): CMG 103.

CMG 117 - Construction Graphics and Applications (3)

Application of word processing, spread sheet, and presentation software. AutoCAD software in a mechanical and architectural environment. Presentations to faculty and industry personnel. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 221 - Methods and Materials I (3)

Methods and materials used in vertical construction. Comprehensive analysis of materials, design, and specifications, installation methods, testing and inspection, and appropriate construction methodology for application. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 222 - Methods and Materials II (3)

Advanced methods and materials, focusing on horizontal construction materials, testing procedures, material properties, design, specification, and installation methods using certified standards and guidelines. Prerequisite(s); if any: CMG 221 and MAT 124.

CMG 225 - Documents and Specifications (3)

Comprehensive overview of construction contracts and legal principles and practices used. Construction law and dispute resolution. Contract clauses, exemptions, liabilities, documentation and records. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 233 - Surveying (3)

Surveying techniques used in construction; introduction to geometrics. Students will develop the theory and practical application of equipment and methodology to perform a site survey. Prerequisite(s); if any: CMG 103, CMG 104.

CMG 331 - Estimating I (3)

Construction estimating fundamentals, defining and developing conceptual estimates, square foot estimates, unit price estimates and productivity assignments. Spreadsheets with materials, labor, and equipment needed for project costing and work packages associated with each CSI division. Prerequisite(s); if any: CMG 222.

CMG 332 - Estimating II (3)

Bid strategies based on detailed cost estimating techniques. Work packages for CSI divisions and work breakdown structures. Cost coding and detailed approaches to value engineering. Balanced and unbalanced. Use of specific estimating software. Prerequisite(s); if any: CMG 331

CMG 336 - Mechanical and Electrical Systems (3)

Primary mechanical and electrical equipment and systems. Selecting and sizing various systems. Plumbing, heating, ventilating, air conditioning, water supply, fire protection and sanitary sewage systems. Basic principles of residential and commercial

electricity and illumination. Prerequisite(s); if any: CMG 222 and PHY 141.

CMG 337 - Statics and Strengths of Materials (3)

Comprehensive and quantitative analysis of statics and strengths of materials used in the construction industry. Loadings, forces, action and reactions placed on materials in the building process. Prerequisite(s); if any: MAT 151, PHY 141.

CMG 345 - Site Planning and Equipment (3)

Horizontal construction. Cost principles associated with owning and operating heavy equipment. Productivity, equipment selection, and sizing equipment as essential parts of costing heavy civil operations. Prerequisite(s); if any: CMG 222.

CMG 417 - REVIT for Construction Managers (3)

In-depth review of Building Information modeling (BIM) and the use of Revit in the construction management practice. Review of scheduling, data synthesis, data export, clash detection and coordination using a BIM model. Prerequisite(s); if any: CMG 117.

CMG 423 - Construction Finance (3)

Financial aspects of construction industry. Financial statements, budgets, cash flow, earned value, and cost coding. Topical area includes cost accounting, industry practice, forecasting, and ration analysis. Economic indicators and the effects on the construction industry. Prerequisite(s); if any: ACC 201.

CMG 436 - Temporary Structures (3)

Analysis and design of structural supports, formwork, retaining walls, and cofferdams; their use in the construction industry. Concrete, steel, heavy timber, and masonry design and load calculations for temporary and permanent field applications. Prerequisite(s); if any: CMG 337.

CMG 437 - Planning and Scheduling (3)

Theories and applications of the planning and scheduling processes, analysis of cost, and sequencing of operations necessary to complete a project on time and within budget. Use of construction estimating and construction scheduling software. Prerequisite(s); if any: CMG 332.

CMG 447 - Project Management and Safety (3)

Administration and management theory, function, and documentation applied to the construction process through practical application of leadership, ethics, organization and staffing. Laboratory exercises in safety procedures, equipment, and OSHA requirements for construction. Prerequisite(s); if any: CMG 332.

CMG 465 - Experiential Learning (0)

The student must complete minimum of 480 contact hours of experiential learning under the direction of an industry sponsor as specified in the Construction Management Internship Resource Manual.

CMG 470 - Internship - Construction Management (3)

Experiential learning under the direction of an industry sponsor, meeting all course requirements and guided course study by career services and the internship program. A minimum of 240 hours is required. Prerequisite(s); if any: Permission of Internship Coordinator.

CMG 475 - Senior Seminar (3)

Students develop the project and prepare a formal presentation to industry professionals guided by faculty advisors. Focus on construction management theory and critical thinking techniques to resolve issues in the project development process. Prerequisite(s); if any: CMG 437 and senior status.

CMG 476 - Construction Management practices in the eastern European Union - Seminar (3)

A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

CMG 476L - Construction Management practices in the eastern European Union - Practicum (0)

A two-week practical training in Construction Management in Bulgaria. Gain experience and acquire knowledge of the historical and contemporary construction practices, as well as the social culture in the eastern part of the European Union. Seminar following the two week Practicum.

Criminal Justice

CRJ 100 - Seminar in Justice Studies (1)

This 1-credit course welcomes incoming first year justice studies students to their department, and introduces them to the many resources available to them on campus to help them be successful in their studies. The course also familiarizes students with the common types of assignments they will be completing in their program, such as basic research and APA writing principles.

CRJ 101 - Introduction to Criminal Justice I (3)

This course will be a student's gateway into the exciting, fast-paced, ever-changing world of the criminal justice system, and its impact on communities. The history, theory, and structure of the criminal justice system will be explored, emphasizing substantive and procedural criminal law as well as the significance of professional conduct from criminal justice professionals. Students will leave this course with an understanding of the key concepts that make our American criminal justice system function. Along the way, students may also discover where they see themselves fitting into this complex system.

CRJ 102 - Introduction to Criminal Justice II (3)

This course advances a student's knowledge and awareness of the U.S. criminal justice system. After completing CRJ101, CRJ102 delves deeper into the three branches of the criminal justice system: policing, courts, and corrections, often through the lens of professional conduct to make students better aware of the discretion that officials in these fields have, and dilemmas that often come from this discretion. Prerequisite(s); if any: CRJ 101.

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 Communities (3)

Students will examine the role of police in society in the 21st Century, and the impact of police reform on police and communities. Topics will include the nature of police subculture, professionalism, personnel selection, unionism, and operational trends.

CRJ 218 - Local Crime Lore (1)

Case-study investigation of local high profile criminal cases. Involves online assignments and discussions, readings, and a technology-based final project. May be repeated for up to 3 credits with different readings.

CRJ 221 - Issues in Juvenile Justice (3)

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

CRJ 222 - Criminal Justice Communications (3)

Research, writing, oral, and visual communication skills related to criminal justice. Review of ethics, professionalism, and critical thinking involved in the criminal justice communication process.

CRJ 224 - Incarceration and Community Corrections (3)

This course examines the evolution of the prison system in the United States and how officials have, over time, embraced various approaches to correctional practices and community corrections. This course investigates how prisons operate and special issues, such as overcrowding, gangs, legal liabilities, and mentally ill offenders. In addition, future problems, such as staff diversity, tightening budgets, and political intervention will be discussed.

CRJ 235 - Courts and Due Process (3)

This course explores the legal origins of U.S. criminal courts, court procedures and the 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 300 - Select Topics: Criminal Justice (1 to 3)

Consideration of one or more contemporary topics. Tailored by individual instructors. Each variation may be taken for credit.

CRJ 305 - International and Domestic 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)

This course provides a student with the history of homeland security in the United States through a pre-9/11 and post 9/11 lens. Topics include a review of the state of U.S. counter-terrorism at the national, state, and local levels leading up to the attack, and the drastic changes that followed, including the creation of the Department of Homeland Security. Students will also learn about the planning for and execution of the 2001 attack, as well as key homeland security focus points, such as law enforcement's interagency efforts, critical infrastructure protection, vulnerability assessments, and target-hardening.

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 - Gangs, Street Crimes, and Criminal Networks (3)

This course examines the development of street gangs and criminal networks in the United States, as well as their impact on social, economic, and political institutions. The role that corruption has as a facilitator of crime is also explored.

CRJ 314 - Criminal and Forensic 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.

CRJ 316 - Crime & Justice in Literature (1)

How crime, criminals, and the criminal justice system are represented in major literary works from countries around the world. May be repeated for up to 3 credits with different readings. Prerequisite(s); if any: CRJ 103 or SOC 274.

CRJ 321 - Crimes of the Powerful (3)

History, definitions, categories, offenders, victims, trends, theories, policies, and societal reactions to corporate and other forms of white collar crime.

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.

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 complentary roles of evidence and logic in answering criminal justice questions and being a critical consumer of criminal justice claims, the course focuses on how evidence is used in the practice of criminal justice and how evidence is used in criminological research.

CRJ 328 - Private Sector Security (3)

Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

CRJ 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. The purpose of this course is to provide students with a study of the composition of the American Criminal Justice System and its various functions, methods, and procedures. The course will also survey the sources of legal authority protecting and affecting individual rights including but not limited to the United States Constitution, state constitutions, landmark decisions of the Supreme Court of the United States. The course will explore a plethora of personal rights and political behavior in the criminal justice context including but not limited to the right to vote and its influence on the criminal justice system, the right to protest and its effect on the development of laws, the self-imposed obligation to follow just laws, and the moral responsibility to challenge unjust laws.

CRJ 345 - Rules of Evidence (3)

Rules of evidence and trial procedures applicable to criminal cases at the state and federal levels. Student mock trial experience as witness and attorney.

CRJ 351 - International Criminal Justice Systems: 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.

CRJ 358 - Criminal Intelligence (3)

Foundational aspects of intelligence studies. Collection and analysis of intelligence information from the perspective of national security, law enforcement and business.

CRJ 362 - Information System Threats, Attacks and Defenses (3)

Methods and motives of cyber-security incident perpetrators, and the countermeasures employed to organizations and agencies to prevent and detect those incidences. Ethical obligations of security professionals. Prerequisite(s); if any: CYB 205.

CRJ 373 - Crime Mapping and Intelligence-Led Policing (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 377 - Comparative Criminal Justice: Study Abroad (3)

Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as IST 377.

CRJ 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 - Leadership in Criminal Justice (3)

Students are introduced to issues in leadership, organization, human resources, and management of criminal justice agencies, including police departments, prosecutors' offices, courts, jails, prisons, and community corrections.

CRJ 421 - Advanced Issues in Criminal Justice (3)

Explores ethical and other dilemmas confronting criminal justice professionals in the 21st century. Includes criminal justice leadership and accountability; class, race, and gender diversity; ethical decision making; and research and reform in the CJS.

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 - Professional Development: Internship (3 to 6)

This professional development-focused course will challenge students as they gain valuable experience in job-related activities, culminating with their interning with a criminal justice agency under co-supervision of faculty and agency personnel. Prerequisite(s); if any: Junior or Senior Status

CRJ 475 - Professional Development: Senior Project (4)

This course includes exercises in professional development, such as intelligence briefings and career preparation. Students will complete a project on a policy or an organizational issue determined after consultation with faculty supervisor. Prerequisite(s); if any: Junior or Senior Status

CRJ 490 - Independent Study (1 to 6)

Upper-level applied course designed for exceptional students to further their interest in a specific field of criminological or criminal studies inquiry.

Cybersecurity

CYB 101 - Introduction Into Cybersecurity (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 367 - International Security (3)

This course provides understandings of the meaning and content of international security from both a theoretical and policy perspective. It will introduce the traditional concepts and ideas that underlie international security issues such as causes of war, deterrence, alliances, geopolitics, arms races, terrorism, and issues of nuclear proliferation. It also will introduce the non-traditional and emerging security challenges such as a global pandemic and cyber-attacks and cyber terrorism. Same as POL 367 and IST 367.

CYB 400 - Select Topics in Cybersecurity (3)

This course examines current topics in cybersecurity. Students discuss and research specific challenges facing the cybersecurity community in both the private and public sectors. Projects include problem analysis and possible solutions to threats and vulnerabilities in the overarching field of cybersecurity. Prerequisite(s); if any: CYB 107 and CYB 205. Pre or Co-requisite(s): CYB 362.

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.

CYB 505 - Foundations of Computing for Cybersecurity (3)

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

Data Science

DSC 305 - Foundations of Data Science (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of data science, programming, statistical and probabilistic thinking. Same as SOC 305.

DSC 501 - Introduction to Data Science (3)

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

DSC 503 - Statistical Methods (3)

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

DSC 505 - Foundations of Data Science (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of data science, programming, statistical and probabilistic thinking. Meets with DSC 305.

DSC 590 - Independent Study (1 to 3)

Individually supervised research and study. Provides the opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to the approval of the division dean. May be repeated once for up to 3 credits.

SOC 305 - Foundations of Data Science (3)

This course presents the student with foundational concepts, knowledge, and processes in the general discipline of data science, programming, statistical and probabilistic thinking. Same as DSC 305.

Economic Crime Management

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

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

Economics

ECN 131 - Principles of Microeconomics (3)

Principles of economics with major emphasis on the theory of the market system (microeconomics), the

economics of international trade, and current economic problems.

ECN 141 - Principles of Macroeconomics (3)

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

ECN 241 - Statistics (3)

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

ECN 300 - Select Topics: Economics (3)

Topics in various aspects of Economics. Vary from year to year.

ECN 331 - Intermediate Microeconomic Theory (3)

Study of the concepts and tools for analysis of the behavior of business firms in their pricing, production, purchasing, and employment policies: relationship of the individual firm to the general pricing process as applied to products and productive agents under condition, and economic data. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 332 - Managerial Economics (3)

Introduction to econometric models and the tools of econometric inquiry, including the mathematics of estimating future changes in national income, unemployment levels, and other economic variables. Prerequisite(s); if any: ECN 131, ECN 141, and ECN 241.

ECN 341 - Intermediate Macroeconomic Theory (3)

National product and income concepts, measurements, and relationships: interrelationships of the major segments of the general level of economics activity. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 343 - Money and Banking (3)

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

ECN 344 - Labor Problems (3)

A study of the theory and operation of the American labor market with particular attention to problems of unemployment wage determination, trade unionism, collective bargaining, and economic insecurity. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 347 - Economics of Sports (3)

The course focuses on the application of microeconomics to professional and college sports issues, including competitive balance and the market structure of sports leagues, pricing strategies to maximize revenue, the impact of sports franchises on local economies and the determination of player salaries. Prerequisite(s); if any: ECN 131.

ECN 364 - Real Estate Economics & Finance (3)

This course focuses on applying micro- and macroeconomic theory to study the efficient use of land and real estate asset pricing and investment strategies. Government policies, with a special focus on taxation and urban planning will be introduced and examined based on their impacts on poverty, racial equality and other important social issues. It introduces the topic on how demand and supply for space determine real estate asset prices and how to measure them. It explains how those measures can be used to value commercial real estate, as well as other techniques for valuation, focusing on cash-flow analysis. From there, the course explores how those valuations, financial leverage, and portfolio considerations are used to make real estate investment decisions. Same as FIN 364. Prerequisite(s); if any: ECN 131, ECN 141, and FIN 333.

ECN 375 - Health Economics (3)

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

ECN 443 - International Trade (3)

Study of trade theory, international monetary problems, commercial policy. Critical study of world economic problems with special emphasis on international agencies and agreements. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 445 - Environmental Economics (3)

Introduction to the problem of the economic obstacles in cleaning the environment. Emphasizes the deficiencies of economic theory in not accounting for the waste products of our production. Prerequisite(s); if any: ECN 131 and ECN 141.

ECN 448 - Business and Econ Forecasting (3)

Study of methodology of forecasting business activity of individual firms, industries, and the economy. Emphasizes forecasting of business cycles and prediction of political and social events which might enter into business decisions. Prerequisite(s); if any: ECN 241 and MAT 143.

ECN 470 - Economics Internship (1 to 12)

Internship (1-12) IR Same as ACC 470, FIN 470, MKT 470, MGT 470, RMI 470, SPM 470 Prerequisite(s); if any: Permission of Instructor

ECN 474 - Economics Research Proposal (1)

Reviewing the literature, developing data sources and developing a research proposal. Prerequisite(s); if any: Senior standing.

ECN 475 - Research Project in Economics (3)

Students integrate all aspects of the major to complete and independent research project based upon a proposal developed in ECN 474, Economic Research Proposal. Prerequisite(s); if any: ECN 474.

ECN 490 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

ECN 535 - The Economics of Health and Health Care Policy (3)

Health economics and health care policy which applies the basic tools of microeconomic analysis toward understanding the market behavior of the major players in health care markets including consumers, providers, insurers, and government entities.

ECN 575 - Behavioral Economics (3)

Behavioral economics questions the underlying assumptions of classical economics and incorporates theory from psychology, sociology, and other social sciences to better understand and predict how people make decisions. These insights, together with data collected from experiments, are used to develop strategies to address individual and societal problems.

Education

EDU 111 - Introduction to Teaching (1)

Becoming a teacher: ethical guidelines; identifying and reporting child abuse; prevention of child abduction; alcohol, tobacco, and drug abuse; safety education fire and arson prevention; current issues. Graded on a pass/fail basis

EDU 201 - Applied Educational Psychology (3)

Cognitive processes, memory and concepts, problem solving, creativity, moral development, self-concept, behaviorism, motivation, social learning, classroom

management, and exceptional students. Twenty hours of field work required.

EDU 215 - Diversity, Disabilities, and Success (3)

The nature of students with disabilities and special health care needs and the implications for learning and behavior. Topics covered will include: Identifying individual strengths; individualizing instruction including the use of assistive technologies; collaboration; and instructional strategies. 20 hours of fieldwork in a special education setting are required.

EDU 218 - Curriculum and Instruction (3)

Goals and objectives of primary/elementary education; teaching and learning theories; basic content areas; and interrelationships.

EDU 301 - Foundations of Literacy (3)

Theory and methods of literacy development. Assessment and diagnostic procedures. Development of critical thinking and individualized reading programs. 20 hours of fieldwork in high-needs schools required.

EDU 302 - Literacy and Comprehension: Grades 1-6 (3)

Advanced theory and methods of literacy development, first through sixth grades. Instructional planning, assessment and evaluation, diagnostic procedures, cultural and linguistic differences, writing to learn, Common Core, English/Language Arts Learning Standards. 20 hours of fieldwork required.

EDU 303 - Literacy and Comprehension: Middle-Adolescence (3)

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

EDU 304 - Tutoring Young Scholars (1)

Tutoring in local schools through the Young Scholars Program. Students who enroll must make a full semester commitment to tutor on a regular basis at least one time a week. May be repeated once.

EDU 305 - Foundations of Special Education (3)

This course offers a broad-based examination of each category of disability as well as values, trends, issues, practices, and policies that guide the professions to teaching students with disabilities. The course will examine the role of the general education teacher as well as the special education teacher with an emphasis on inclusive practices. The material presented and discussed also includes overview of disability categories, identification, special instruction, and service delivery options. 10 hours of Level II fieldwork required.

EDU 309 - Emergent Literacy: Birth-Grade 2 (3)

Emergent language acquisition, literacy development and literacy assessment for children from birth to grade two. 20 hours of fieldwork in an early childhood setting required.

EDU 312 - Practical Teaching Methodologies (3)

Effective teaching practices, questioning techniques, professional development, writing and learning, oral communication skills. 20 hours of fieldwork in high-needs schools required.

EDU 314 - Children's Literature (3)

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

EDU 316 - Social Studies/Literacy Methods: Grades 1-6 (3)

Application of literacy skills to the content and instructional materials used to teach social studies in first through sixth grades. Social studies and ELA

Common Core Learning Standards. 20 hours of fieldwork in high-needs schools required.

EDU 320 - Classroom Management and Behavioral support (3)

The purpose of this course is to provide the student with an understanding of educational strategies and theories to effectively manage a class and deliver instruction. Specifically, the course will focus on developing strategies to establish classroom procedures and organization, build an understanding with their learners, create a productive learning environment, become familiar with the existing dialogues regarding classroom management, and recognize and implement the precursors to functional behavior analysis. We will look at ways to build communities in our classrooms, places where students feel like they belong. We will consider how we can do this collaboratively and in a way that is totally inclusive. Case studies and subject-specific examples are all used in order to make this course design meaningful to the educational context of the participant.

EDU 321 - Foundations of American Education (3)

Examination of American public education. Includes organization, finance, administration, curriculum implementation; student evaluation; application of technology to English and Social studies; interdisciplinary planning.

EDU 325 - Assessment of Children and Youth with Special Needs (3)

Assessment process in special education: observational assessment; norm-referenced standardized test; criterion- referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours fieldwork required.

EDU 326 - Childhood Special Education Methods (3)

Special education services for grades 1-6: Individualized Education Plans, teaching practices, curriculum implementation, assessment, assistive technology, service delivery models, team collaboration. 15 hours of fieldwork required.

EDU 327 - Adolescence Special Education Methods (3)

Special education services for grades 7-12: Individualized Education Plans and transitional planning, teaching practices, curriculum implementation, assessment, assistive technology, services delivery models, team collaboration. 15 hours of fieldwork required.

EDU 328 - Methods and Curriculum for Students with Complex Support Needs (3)

This course is comprised of an examination of the common characteristics of students with complex support needs as the means by which teachers may evaluate and address the unique learning characteristics of those students. Topics will include authentic, ecological assessment, accommodations and modifications, alternate assessments, behavioral management strategies (specifically PBIS), and assistive technology. This course is designed to provide strategies for developing effective educational services for students with multiple disabilities in an inclusive environment, including identifying relevant (a) curriculum content; (b) contexts; and (c) instructional components. A minimum 10 hours of fieldwork required.

EDU 333 - Adolescent English/Language Arts Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English; interdisciplinary planning. 20 hours of field work required.

EDU 334 - Adolescent Social Studies Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to Social Studies; interdisciplinary planning. 20 hours of field work required.

EDU 335 - Adolescent Mathematics Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematic including use of graphing calculator; interdisciplinary planning. 20 hours of fieldwork required.

EDU 337 - Adolescent Science Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the sciences; interdisciplinary planning. 20 hours of fieldwork required.

EDU 338 - Business and Marketing Education Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to business and marketing education; interdisciplinary planning. 20 hours of fieldwork required.

EDU 340 - The Culturally Responsive Sustaining Classroom (3)

Culturally responsive sustaining education is an educational equity framework. This framework positions educators to create student-centered classroom learning environments. The environments affirm racial, class, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across identity difference; elevate historically marginalized voices; empower students as agents of social change; and foster critical thinking and positive academic outcomes. This course examines culturally responsive sustaining education through educational theory, pedagogy and curriculum. Students will employ current information retrieval skills to engage in lecture, critical dialogue and reflexive writing to further understanding on educational inequality and inequity, educational engagement, and student outcomes. Prerequisite(s); if any: EDU 111.

EDU 343 - Adolescent Foreign Language Methods (3)

Lesson, unit, and course planning for teaching languages other than English; classroom management; curriculum implementation; assessment; application of theory to practice, and the use of appropriate technologies. 20 hours of fieldwork required.

EDU 344 - Science and Technology Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology in first through sixth grades. Math, Science, and Technology Learning Standards. 20 hours of fieldwork required.

EDU 345 - Mathematics Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in first through sixth grades. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 348 - Health Education Methods (3)

Students will learn appropriate objectives, course content, instructional materials, instructional activities, theoretical principles and curriculum for teaching health education. State and national learning standards for health and safety will be addressed. 20 hours fieldwork required. Prerequisite(s); if any: EDU 312.

EDU 471 - Student Teaching Seminar (0)

Discuss issues relevant to student teaching. Classroom management, professional behavior, certification supervision, portfolio development, and professional portfolio. Meets weekly. Corequisite(s): EDU 475, EDU 476.

EDU 475 - Student Teaching I (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Students will complete a locally-evaluated Teacher Performance Assessment (TPA). Graded on a pass/fail basis. Prerequisite(s); if any: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business

and Marketing Education. Permission of Director required. Corequisite(s): EDU 476

EDU 476 - Student Teaching II (6)

Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Students will complete a locally-evaluated Teacher Performance Assessment (TPA). Graded on a pass/fail basis. Prerequisite(s); if any: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Teaching English to Speakers of Other Languages, or Business and Marketing Education. Permission of Director required. Corequisite(s): EDU 475

EDU 501 - Foundations of Literacy (3)

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

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

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

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

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

EDU 505 - Foundations of Special Education (3)

This course offers a broad-based examination of each category of disability as well as values, trends, issues, practices, and policies that guide the professions to teaching students with disabilities. The course will examine the role of the general education teacher as well as the special education teacher with an emphasis on inclusive practices. The material presented and discussed also includes overview of disability categories, identification, special instruction, and service delivery options. 10 hours of Level II fieldwork required.

EDU 507 - Mentoring I (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Corequisite(s): EDU 524 and fulltime teaching assignment.

EDU 508 - Mentoring II (1)

Mentored teaching experience. Monthly observations. Weekly seminar. Prerequisite(s); if any: EDU 507. Corequisite(s): EDU 503 and full-time teaching assignment.

EDU 511 - Introduction to Teaching (1)

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

EDU 512 - Practical Teaching Methodologies (3)

Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 513 - Transitional B Supervision 1 (1)

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

EDU 514 - Transitional B Supervision 2 (1)

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

EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)

Application of literacy skills to the content and instructional materials used to teach social studies in first through sixth grade. Social studies and ELA Common Core Learning Standards. 20 hours of field work required.

EDU 521 - Foundations of American Education (3)

Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio.

EDU 524 - P-12 Technology Education Methods (3)

P-12 technology education philosophy, standards, goals, methodology, teaching strategies and practice, including analysis, curriculum development, implementation, measurement, and evaluation.

EDU 525 - Assessment of Children and Youth with Special Needs (3)

Assessment process in special education: observational assessment; norm-referenced standardized tests; criterion- referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours of field work required.

EDU 526 - Childhood Special Education Methods (3)

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

EDU 527 - Adolescence Special Education Methods (3)

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

EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)

This course is comprised of an examination of the common characteristics of students with complex support needs as the means by which teachers may evaluate and address the unique learning characteristics of those students. Topics will include authentic, ecological assessment, accommodations and modifications, alternate assessments, behavioral management strategies (specifically PBIS), and assistive technology. This course is designed to provide strategies for developing effective educational services for students with multiple disabilities in an inclusive environment, including identifying relevant (a) curriculum content; (b) contexts; and (c) instructional components. A minimum 10 hours of fieldwork required.

EDU 529 - Special Education: Laws and Procedures (3)

Introduction to the historical, philosophical, theoretical and legal foundations of special education services mandated in public education for students with disabilities, birth to 21, by the Individuals with Disabilities Education Act (IDEA). This course offers a broad-based examination of values, trends, issues, practices, and policies that guide the professions to teaching students with disabilities. 10 hours of fieldwork required

EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)

Special education services (preschool- grade 12). Teaching practices, curriculum implementation, and assessment for core content areas (ELA, mathematics, social studies, and science), service delivery models, and team collaboration with a focus on inclusive practices in grades preschool to grade 12. 15 hours of fieldwork required.

EDU 533 - Adolescent English/Language Arts Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English; interdisciplinary planning. 20 hours of field work required.

EDU 534 - Adolescent Social Studies Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to Social Studies; interdisciplinary planning. 20 hours of field work required.

EDU 535 - Adolescent Mathematics Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics including use of graphing calculator; interdisciplinary planning. 20 hours of fieldwork required.

EDU 537 - Adolescent Science Methods (3)

Lesson, unit and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the sciences; interdisciplinary planning. 20 hours of fieldwork required.

EDU 543 - Adolescent Foreign Language Methods (3)

Lesson, unit, and course planning for teaching languages other than English; classroom management; curriculum implementation; assessment; application of theory to practice. 20 hours of field work required.

EDU 544 - Science and Technology Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching science and technology use in first through sixth grade. Math, Science, and Technology Learning Standards. 20 Hours of field work required.

EDU 545 - Mathematics Methods: Grades 1-6 (3)

Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics in first through sixth grade. Math, Science, and Technology Learning Standards. 20 hours of field work required.

EDU 546 - Physical Education Methods (3)

Students will learn motor learning and development, critical skills for teaching physical education, and content specific pedagogy: fitness, games/sports, and movement. 20 hours fieldwork required. Prerequisite(s); if any: EDU 312 or EDU 512.

EDU 547 - Coaching Sports (3)

Students will learn coaching skills; social, cultural, and pedagogical considerations, and the coaching process. Students will reflect on coaching and develop a coaching philosophy based on theory and current literature. 10 hours coach shadowing required.

EDU 548 - Health Education Methods (3)

Students will learn objectives, course content, instructional materials, activities, theoretical principles, and curriculum for teaching health education. Learning standards will be addressed. 20 hours of fieldwork required. Prerequisite(s); if any: EDU 312 or EDU 512.

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

The purpose of this course is, in part, to observe and evaluate existing physical education and health education curricula and assessment methods. Students will also create new curricula and assessment tools based on best practices and the latest research within the two fields. 10 hours of fieldwork will be required for this course. Prerequisite(s); if any: PXW 363 and PXW 365.

EDU 572 - NYSED Certification Preparation (1)

The course will provide a 20-day classroom placement for candidates who need to complete the education Teacher Performance Assessment for NYS certification requirements but are not required to student teach. Prerequisite(s); if any: Permission of Instructor required.

EDU 573 - NYSED Certification Preparation (2)

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

EDU 590 - Independent Study (1 to 6)

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

Emergency Medical Technician

EMT 150 - Emergency Medical Technician - Basic (EMT-B) (0-6)

This course is designed to provide the basic education needed by Emergency Medical Technicians to provide patient care in the pre-hospital setting. This course covers all techniques of emergency medical care presently considered within the responsibilities of the emergency medical technician as well as operational aspects of the job which the student will be expected to perform. Emphasis is placed on recognition of symptoms of illnesses and injuries along with the application of proper procedures of emergency care. Demonstration, practice, and clinical observation are integrated into the course in alignment with New York State Department of Health Emergency Medical Services (NYS DOH EMS) guidelines.

Engineering

EGR 135 - Design Thinking in Physical Science and Engineering (3)

Students will develop critical thinking and problem solving skills, with a particular focus on understanding the interconnectedness of scientific and engineering approaches across disciplines. Students will explore how principles of STEM interact to address complex challenges. Lectures will introduce students to major concepts in physical sciences and engineering, how scientists and engineers solve problems, and how to design models of systems using STEM-based tools. Students will participate in a team-based project to apply the concepts and skills learned throughout the course to tackle a real-world engineering or scientific problem. Same as PHY 135. Prerequisite(s); if any: One of the following: MAT 124 or MAT 151 or MAT 201 or placement into MAT 151 orMAT 201 or higher.

EGR 323 - Statics and Dynamics (4)

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy, momentum and impulse, applications. Same as PHY 323.

EGR 351 - Introduction to Electronic Circuit Design and Analysis (0 to 4)

This course provides a comprehensive introduction to electronic circuits and systems. Students learn various methods of circuit analysis including Kirchhoff's law, network theorems, and branch and loop analysis. Students design systems using a range of components such as resistors, capacitors, inductors, diodes, transistors, and op-amps. Additionally, the course delves into DC and AC analysis for small signal applications. The laboratory component encompasses the use of tools such as oscilloscopes, signal generators, power supplies, and digital/analog multimeters, as well as an introduction to practical

skills involving soldering and breadboarding. Lecture and laboratory. Same as PHY 351. Prerequisite(s); if any: PHY 262.

English

ENG 100 - Writing Seminar (2)

Students will reflect on their own literacies and the expectations of an academic audience, with an emphasis on how to organize argumentative essays. Students will practice reading academic texts and their own writing for the choices writers make in form, language, and mechanics. Prerequisite(s); if any: By permission of the English Department.

ENG 101 - Written Communication I (3)

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

ENG 102 - Written Communication II (3)

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

ENG 103 - Introduction to the English Language (3)

An examination of the influence of language on attitude and perception, manipulative use of language, types of change within English, and writing systems. The course involves no technical linguistic concepts or theories.

ENG 111 - Methods in Literary Studies (3)

Students will practice the skills of studying literature including close reading, textual analysis, writing about literature, and building interpretative arguments.

ENG 135 - Introduction to Literature (3)

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

ENG 145 - Literature in Focus (3)

Students will explore a particular topic, interest, or activity through its representation in literature. Possible topics: Sports Literature, Religion and Literature, Crime in Literature, etc.

ENG 147 - Introduction to Creative Writing (3)

Explore your creative side. Learn how poetry, fiction and creative nonfiction work, and then try your hand at writing them. Work with your classmates to make your writing stronger. Prerequisite(s); if any: ENG 101.

ENG 235 - Studies in Literature (3)

Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 235H - Studies in Literature (3)

Introduction to literary genres, periods, or themes. Authors and works vary from term to term. Extensive writing. Core literature requirement for Honors students. Open by permission to other students for elective credit.

ENG 245 - Major Figures in English Literature: Through the 18th Century (3)

British literature from the Anglo Saxon period through the Restoration. May include *Beowulf*, Chaucer's *The Canterbury Tales*, poetry, prose, and drama from 16th and 17th centuries. Milton's *Paradise Lost*, and selected writings from other authors.

ENG 246 - Major Figures in English Literature: Since the 18th Century (3)

British authors from the Romantic Movement to the beginning of 21st century. Authors covered may

include Wordsworth, Keats, Austen, Tennyson, Browning, George Eliot, Dickens, Conrad, Woolf, Yeats, T.S. Eliot, Larkin, Heaney, Byatt, and Murdoch.

ENG 295 - American Literature to 1865 (3)

American writers from colonial times to 1865.

ENG 296 - American writers from 1865 to the present (3)

American writers from 1865 to the present.

ENG 297 - Immigration in American Literature (3)

Whether Irish peasants avoiding the mass graves of the Famine, Russian Jews fleeing their burning villages, or Nigerian students escaping a military-controlled country, many immigrant groups have experienced the kind of fearful history that inspires great writing. Who Americans are is shaped by the memories burned into their brains, left to history in letters, photographs, or gravestones, or even forgotten. By reading literary and historical accounts of the conditions immigrants were escaping, as well as contemporary media representations, we can begin to understand what it means to become an American.

ENG 303 - Perspectives on Traditional Grammar (3)

Study of traditional grammar from a variety of perspectives, including handbook definitions and exercises, sentence parsing, grammar and language learning, and grammar and literacy pedagogy.

ENG 304 - Writing with Purpose (3)

We will analyze the ways in which public-facing and academic texts impact audiences. We will also examine political and cultural contexts that impact our choices in writing. Finally, we will study how to develop an effective prose style imbued with your own voice.

ENG 305 - Topics in British Literature (3)

Concentrated study on topics in British literature. Prerequisite(s); if any: ENG 102.

ENG 306 - Topics in American Literature (3)

Concentrated study on topics in American literature. Prerequisite(s); if any: ENG 102.

ENG 307 - Writing Fiction (3)

This is a class on reading, writing, and critiquing fiction. To write well, one must read well. That means noticing the complex choices writers make, involving character, plot, or other literary devices, and how such choices impact the reader. In one's own work, it means using such choices deliberately, to create a specific effect. In a workshop setting, students have an opportunity to analyze each other's choices, and to help each other become better writers.

ENG 308 - Creative Nonfiction (3)

Study and practice techniques for writing personal essays, memoir, profiles, and other creative nonfiction narratives. Prerequisite(s); if any: ENG 102.

ENG 309 - Writing Poetry (3)

Study and practice techniques for writing poems, including discussion of both published poems and student work.

ENG 311 - Modern English Grammar (3)

An extensive study of the structure of the English language using structuralist and transformational models with a short introduction to the development of the traditional school grammars. Recommended for prospective teachers. Prerequisite(s); if any: ENG 102.

ENG 313 - American Social Dialects (3)

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

ENG 315 - Professional Writing (3)

Practice, theory, and research concerning writing techniques in all disciplines to understand and implement particular writing requirements in professional work environments. Practical applications include e-mail writing, letter writing, memo writing, report writing, and job searches including creating resumes and cover letters. Strategic applications include reflective writing and responding to work situations. Focus is placed on format, content, organization, tone, and mechanics.

ENG 316 - Principles and Practice of ESL (3)

Theory of second language acquisition; linguistics, as relevant to TESL; teaching approaches and methods, including testing, in speaking, reading, writing, communication, and culture. Prerequisite(s); if any: ENG 102.

ENG 317 - ESL Through the Subject Areas (3)

Provides materials and techniques for teaching ESL through mathematics, science, social studies, and language arts. Prerequisite(s); if any: ENG 316 or Permission of Instructor.

ENG 318 - Introduction to Linguistics (3)

An introduction to the systematic nature of language and methods of analysis of the system of sound, word formation and syntax. Includes analysis of non-English languages. Prerequisite(s); if any: ENG 102.

ENG 325 - London in Literature (3)

Including study abroad, this course examines literature's connections to London's places and history.

ENG 335 - Literature of the Tudor Period (3)

Major British writers 1485-1603. Development of drama, poetry and prose. Transition from medieval to modern modes of thought as reflected in literature. Prerequisite(s); if any: ENG 102.

ENG 336 - Literature of the Early Stuart Period (3)

Major poetry, prose and drama, including Milton, from 1603- 1660. Influence of political, social, scientific, and religious conflicts on development of literary forms. Prerequisite(s); if any: ENG 102.

ENG 345 - Restoration and Eighteenth Century Literature: 1660-1792 (3)

Reading in the poets, novelists, and dramatists of the Restoration and 18th century (1660-1792). May include Dryden, Congreve, Swift, Pope, Gay, DeFoe, Fielding, Sterne, Johnson, Boswell, Goldsmith, and Sheridan. Prerequisite(s); if any: ENG 102.

ENG 351 - Language and Culture (3)

The interrelation between culture and language; consideration of language impact on cultural behavior cognition, and perception. Introduction to problem of socio-linguistics and communication. Prerequisite(s); if any: ENG 102. Meets with ANT 351.

ENG 355 - Literature of the Romantic Period (3)

Novels, poetry and essays of such authors as Scott, Radcliffe, Austen, Wordsworth, Coleridge, Blake, Wollstonecraft, and Shelley. Emphasis on modes of literary expression and Romantic attitudes and ideas. Prerequisite(s); if any: ENG 102.

ENG 356 - Literature of the Victorian Period (3)

Novels, essays, and poetry of such authors as Tennyson, Browning, Hopkins, Ruskin, Pater, Dickens, George Eliot, Wilde, and Hardy. Consideration of pervasive Victorian ideas and attitudes. Prerequisite(s); if any: ENG 102.

ENG 357 - Modern British Literature (3)

Major British writers and works from 1900 to the present viewed in a historical context. All genres will be included. Prerequisite(s); if any: ENG 102.

ENG 367 - Shakespearean Drama (3)

Selected comedies, histories, tragedies, and romances. Emphasis on Shakespeare's development as a

dramatist within the context of the English Renaissance. Prerequisite(s); if any: ENG 102.

ENG 372 - Studies in Short Fiction (3)

Interpretations of earlier to contemporary short stories. Includes techniques of short fiction writing. Prerequisite(s); if any: ENG 102.

ENG 373 - The Novel (3)

Historical development of the novel in either the British, American, or Western literary tradition. Topics include point of view, narrative voice and technique, idea and form, and character. Same as LIT 373. Prerequisite(s); if any: ENG 102.

ENG 374 - Forms and Art of Poetry (3)

Intensive reading and critical analysis of selected short poems in English with emphasis on technique and prosody. Prerequisite(s); if any: ENG 102.

ENG 375 - Literature of the Theatre (3)

Forms of drama (tragedy, comedy, tragicomedy, and others) from ancient Greece to the present. Same as THE 375. Prerequisite(s); if any: ENG 102.

ENG 385 - American Literature: 1820-1860 (3)

Advanced survey of Irving, Cooper, Emerson, Poe, Hawthorne, Melville, Thoreau, Whitman, and others. Prerequisite(s); if any: ENG 102.

ENG 386 - American Literature: 1860-1910 (3)

Advanced survey of Dickinson, Mark Twain, Chopin, James, Howells, Wharton, Crane, and others.

ENG 392 - African American Literature (3)

African American literature from the 1700s to the present. Emphasis on development of a literary tradition, critical responses, and dominant themes and styles. Prerequisite(s); if any: ENG 102.

ENG 393 - Latinx Literature (3)

Literature by authors from the Latinx community in the United States and its territories across multiple genres, including texts that may range from the time of Spanish colonization to the present, emphasizing the development of the U.S.'s Latinx literary tradition, its political aspects, and its relationships to the broader literary marketplace and to other U.S. literatures.

ENG 394 - Queer Literature (3)

Literature related to the LGBTQ2IA+ community across multiple genres, including texts that may range from antiquity to the present, emphasizing the development of a queer literary tradition, its political aspects, and its relationship to the broader literary marketplace. Same as LIT 394.

ENG 395 - American Literature: 1910-1945 (3)

In-depth survey of Stein, Anderson, Fitzgerald, Cather, Hurston, Hemingway, Faulkner, Wright, and others. Prerequisite(s); if any: ENG 102.

ENG 396 - American Literature: 1945-to the Present (3)

In-depth survey of major contributions by American poets and fiction writers since the Second World War. Prerequisite(s); if any: ENG 102.

ENG 397 - Contemporary American Poetry (3)

Ethnic, experimental, feminist, imagistic, mythic, populist, and surrealist approaches to contemporary poetry. Style and technique examined within context of inherited traditions. Prerequisite(s); if any: ENG 102.

ENG 400 - Studies in Language and Literature (3)

Concentrated study emphasizing a specific period, genre, author, or theme. Possible offerings include Chaucer, Milton, Elizabethan and Jocobean drama, the Mystery Novel, and the English Bible. May count

twice toward English major, provided sub-specialties are not the same. Prerequisite(s); if any: ENG 102.

ENG 405 - Adv Nonfiction Workshop (3)

This course explores creative non-fiction in a writing workshop environment with an emphasis on peer review, writing critiques, and gently guided critical conversations. This course will look at many styles of CNF and may focus on one in particular, long-form memoir, lyric essay, travel writing, food essay, literary journalism, audio essays, podcasts and other hybrid forms. Prerequisite(s); if any: ENG 308.

ENG 406 - Advanced Fiction Workshop (3)

Advanced practice, analysis, and study in writing fiction as well as overview of mechanics and markets of current fiction publishing. Prerequisite(s); if any: ENG 307 with a grade of C or better or Permission of Instructor.

ENG 407 - Advanced Poetry Workshop (3)

Advanced practice, analysis, and study in writing poetry as well as overview of mechanics and markets of current poetry publishing. Prerequisite(s); if any: ENG 309 or Permission of Instructor.

ENG 408 - History of the English Language (3)

A study of the evolution of English from earliest to modern times, with emphasis on sound, word-formation, and syntactic changes, and some attention to external history and social forces. Prerequisite(s); if any: ENG 102.

ENG 410 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 420 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 430 - Topics in Language and Literature (1)

A series of mini-courses treating aspects of language and literature especially suitable to relatively brief and concentrated study. Topics may vary from term to term. May count only once toward English major. Prerequisite(s); if any: ENG 102.

ENG 466 - Chaucer (3)

Study of Chaucer's language, of selected minor poems, and of the majority of *The Canterbury Tales*. Prerequisite(s); if any: ENG 102.

ENG 467 - Sylvia Plath (3)

The poetry, fiction, letters, and journals of American writer Sylvia Plath. As her work is often regarded as (at least semi-)autobiographical, this course examines her career considering a lifespan from childhood to death. As we read her work, we discuss her biography, paying attention to the events that inspire her writing. We will look at criticism, archives, and ongoing Plath studies to consider her legacy.

ENG 468 - Milton (3)

Milton's major prose, minor poetry, and *Paradise Lost*. Prerequisite(s); if any: ENG 102.

ENG 489 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite(s); if any: ENG 102.

ENG 490 - Independent Study (1 to 3)

Independent Study (3) Also see courses listed under World Literature. Prerequisite(s); if any: ENG 102.

ENG 490 - Independent Study (1 to 3)

See courses listed under World Literature.

ENG 499 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project. By invitation only. Prerequisite(s); if any: ENG 102.

ENG 500 - Select Topics: English (3)

Topics in various aspects of English. Vary from year to year.

ENG 516 - Studies in Literacy and Literature (3)

Reading/ studying/teaching literature; developing integrated curricula.

ENG 517 - Writing About Nature (3)

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

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

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

ENG 547 - Narrative of Disability (3)

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

ENG 567 - Approaches to Shakespeare (3)

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

ENG 587 - American Supernatural Literature (3)

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

ENG 590 - Independent Study (0 to 6)

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

ENG 596 - Ethnic American Fiction (3)

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

Environmental Science

ENV 201 - Introduction to Environmental Issues (3)

Scientific principles relating to the study of environmental issues. Examination of natural systems and processes and impacts of human activities.

ENV 201L - Introduction to Environmental Issues Lab (1)

Hands-on activities and analysis of data to develop an understanding of scientific principles relating to the study of environmental issues, including examination of natural systems and processes and impacts of human activities with particular emphasis on how we study it. Corequisite(s): ENV 201.

ENV 313 - Environmental Injustice: Race & Class (3)

This course explores the history of the environmental justice movement, the science underpinning past and current cases, and the application of environmental justice to processes of environmental planning. It examines case studies in the United States as well as some international examples. Students will actively utilize online mapping software and data to evaluate selected geographic areas for potential environmental injustice. Prerequisite(s); if any: ENV 201.

ENV 393 - Seminar in Environmental Science (3)

Comprehensive understanding of issues in environmental sciences through analysis of research literature in diverse disciplines. Prerequisite(s); if any: ENV 201, a one-year sequence in laboratory science, and Junior standing or above.

ENV 440 - Project in Environmental Science (1-9)

Field, laboratory or theoretical work with a faculty member. May be repeated up to 9 credit hours.

ENV 450 - Senior Research in Environmental Science (3)

Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisite(s); if any: Permission of Instructor.

ENV 460 - Field Experience in Environmental Science (1-9)

Hands-on experience including in-field observation; data analysis; and integrative problem-solving. It may include material sampling and analysis. May be repeated up to 9 credit hours.

ENV 470 - Environmental Science - Internship (3 to 12)

Participation in a professional work environment under co- supervision of faculty and placement personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for maximum combined total 12 credits. Prerequisite(s); if any: Permission of Instructor.

Film

FLM 201 - Introduction to Film Studies (3)

Exploration of the film experience and its ability to create meaning, using a survey of historical periods, a broad range of film types, and a variety of theoretical approaches.

FLM 300 - Film Genres (3)

In-depth exploration of a particular film genre: comedy, horror, the western, ethnographic film, animation, experimental film. (May be repeated once, provided topic is changed.)

FLM 301 - Film and Literature (3)

Exploration of relationships between literature and film, including adaptation of literary works to film, influence of film and literature on each other, and proliferation of films in which reading of written texts is central.

FLM 303 - Black Cinema (3)

An in-depth exploration and critical discussion of films made by Black directors and/or producers and the history of Black actors and filmmakers.

FLM 304 - Women and Film (3)

In-depth exploration of the history of women as film imagery and as film-makers.

FLM 305 - Sports in Film (3)

The representation of sports and athletes in cinema, and the use of sports as a cinematic storytelling device. Both documentaries and feature films will be screened.

FLM 306 - Short Digital Filmmaking (3)

Introduction to basic filmmaking principles from pre-production through post-production. Students will learn to manage a film set and create short digital films

FLM 307 - Documentary Filmmaking (3)

Students will study documentary style and technique and the language of film through screening and discussion of significant documentary films. They will learn how to develop and test their story ideas, do the necessary documentary research, planning, production, scripting, and post-production (editing). Working in teams, students will shoot and edit a 10-12-minute film on a topic of their choosing. Same as JLM 307

FLM 310 - The Motion Picture (1)

Informal exposure to independent, foreign language, experimental, and classic motion pictures. Weekly attendance at Thursday evening film series required. May be taken three times for credit. Same as COM 310.

FLM 311 - Spanish and Latin American Film (3)

Introduction to Spanish or Latin American Film in cultural and historical context. Films are viewed in Spanish with English subtitles. This course is taught in English. May be repeated once if a different theme is offered. Same as SPA 311.

FLM 313 - French Film (3)

French film in cultural and historical contexts. Films are viewed in French with English subtitles. This course is taught in English. Same as FRE 311.

FLM 324 - Race, Ethnicity, and Film (3)

An in-depth exploration of how race and ethnicity play a role in film, both on and behind the screen.

FLM 335 - Gender and Film (3)

An in-depth exploration of how gender plays a role in film, both on and behind the screen.

FLM 340 - Portfolio Workshop (1)

Students will participate in a professor-approved creative pursuit outside of class and show what they achieved in a manner appropriate to their discipline in the continuing development of their portfolio. Class time will be spent on portfolio development. May be repeated to a maximum of 4 credits. Instructor Permission required. FIA 340, HUM 340, MUS 340, THE 340

FLM 400 - Select Topics: Film (3)

Topics in various aspects of Film. Vary from year to year.

FLM 451 - Science Fiction Cinema (3)

Science fiction is one of the most popular and enduring film genres. Through the lens of science fiction, filmmakers explore technology and its consequences, space and brave new worlds, alien life forms and what it means to be human, utopias and dystopias, visions of the future and the present day. This course is an in-depth examination science fiction cinema and how it reflects and comments on our culture. A variety of science fiction films will be screened.

Finance

FIN 101 - Personal Finance (3)

Overview of personal financial planning, budgeting, and cash flow management. Debt management, credit, insurance applications, retirement planning, mortgages, lease vs. purchase decisions, and foundations of present value.

FIN 103 - Survival Skills for Personal Finance (1)

This course will prepare students for the most important financial decisions they will face within the first five years after graduation. The course will not only introduce students to valuable information concerning personal finance, but more importantly,

will utilize findings from behavioral finance to help students overcome common roadblocks to meeting their financial goals. Topics will include: Determining your best option for paying back your student loan, the magic of compounding, saving early and often - the key to long term financial security, the biggest mistake people make concerning credit cards, and how to make investing in the stock market more like a "lazy river ride" and less like a "roller coaster".

FIN 105 - Investment Practicum (1)

The course is a non-theoretic investment course to engage the first-year students who are interested in experiencing real life investment decisions using real dollars. Students will have opportunities to manage two portfolios and make real life investment decisions by picking stocks. Course can be repeated 2 additional times.

FIN 301 - Introduction to Financial Planning (3)

An introduction to the basic economic and financial concepts needed to help advise individuals and families in meeting their financial goals. Financial analysis, budgeting, credit, tax, investment, retirement and estate planning.

FIN 333 - Corporate Finance (3)

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

FIN 343 - Money and Banking (3)

See ECN 343. Students cannot take both ECN 343 and FIN 343 for credit. Prerequisite(s); if any: ECN 131 and ECN 141.

FIN 351 - Financial Management (3)

Problems and procedures of financial management encountered in the normal operations of a corporation. These include financial budgeting and control, acquisition and management of working capital, equipment replacement, and dividend and expansion policies. Prerequisite(s); if any: FIN 333.

FIN 352 - Investments (3)

Designed both for those who expect to enter financial work and for those who wish a knowledge of investments for personal use. After an initial consideration of basic investment principles, attention is devoted to various types of investment media, analysis of industries and securities, and investment management of specific funds. Individual and institutional problems are considered. Prerequisite(s); if any: ACC 201.

FIN 364 - Real Estate Economics & Finance (3)

This course focuses on applying micro- and macroeconomic theory to study the efficient use of land and real estate asset pricing and investment strategies. Government policies, with a special focus on taxation and urban planning will be introduced and examined based on their impacts on poverty, racial equality and other important social issues. It introduces the topic on how demand and supply for space determine real estate asset prices and how to measure them. It explains how those measures can be used to value commercial real estate, as well as other techniques for valuation, focusing on cash-flow analysis. From there, the course explores how those valuations, financial leverage, and portfolio considerations are used to make real estate investment decisions. Same as ECN 364. Prerequisite(s); if any: ECN 131, ECN 141, and FIN 333.

FIN 407 - Financial Statement Analysis (3)

The primary objective of this course is to estimate firm equity value using financial statement information. Financial statement numbers will be interpreted in order to estimate future revenue, earnings, cash flow, and other value metrics. Financial statement information will also be used to recognize sustainable and transient earnings and cash flow components. The academic literature will be examined to showcase a number of prominent financial statement analysis strategies. Same as ACC 407. Prerequisite(s); if any: ECN 241 and FIN 333. Meets with ACC 607.

FIN 470 - Finance Internship (1 to 12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Course may be repeated up to a total of 12 credits. Same as ACC 470, ECN 470, MGT 470, MKT 470, RMI 470, SPM 470 Pass/Fail Prerequisite(s); if any: Approval of instructor.

FIN 533 - Corporate Finance (3)

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

FIN 585 - Health Care Financial Management (3)

The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future.

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 or equivalent.

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.

French

FRE 101 - Beginning French I (3)

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

FRE 102 - Beginning French II (3)

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

FRE 201 - Intermediate French I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: FRE 102 or equivalent.

FRE 202 - Intermediate French II (3)

Continuation of FRE 201. Prerequisite(s); if any: FRE 201 or equivalent.

FRE 237 - French Conversation and Grammar Review (3)

Thorough conversational practice. Training in oral comprehension and use of the French language; pronunciation, grammar review; and vocabulary for everyday use. Prerequisite(s); if any: FRE 202 or equivalent (in turn, FRE 237 is a prerequisite for FRE 327).

FRE 288 - Introduction to French Literature (3)

Critical reading and discussion of major works belonging to various movements and genres. Conducted in French. Prerequisite(s); if any: FRE 202 or Permission of Instructor.

FRE 300 - Topics in French and Francophone Cultures and Literatures (3)

Concentrated study emphasizing a specific period, genre, culture or theme within French and Francophone cultures and literatures. Taught in French or English. Maybe repeated once, provided topics are not the same.

FRE 311 - French Film (3)

French film in cultural and historical contexts. Films are viewed in French with English subtitles. Taught in French or English. Same as FLM 313.

FRE 327 - Spoken French (3)

Conversational practice based upon selected aspects of French life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic French. Prerequisite(s); if any: FRE 237 or equivalent or Permission of Instructor.

FRE 337 - Advanced French Composition and Grammar Review (3)

In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite(s); if any: FRE 202 or Permission of Instructor.

FRE 347 - French Civilization and Culture (3)

An introduction to the culture and traditions of France and other French-speaking countries. Lectures with films and slides; oral and written reports, and term projects related to student's cultural interests. Prerequisite(s); if any: FRE 202 or equivalent.

FRE 388 - Masterpieces of French Literature (3)

Readings and critical analysis of representative works. Discussion of their importance in representative Literary movements. Oral and written reports. Conducted in French. Prerequisite(s); if any: FRE 202 or equivalent.

FRE 490 - Independent Study (3 to 6)

FRE 490 Independent Study IR

Geology

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

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

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

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

GOL 115 - Introduction to Oceanography (3)

Fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including exploration, ocean basin configuration and origin, properties of sea water, currents and circulation, sedimentation, economic resources and exploitation, and life within the sea. Weather and climate relationship to the oceans. Political and environmental concerns.

GOL 115L - Introduction to Oceanography Lab (1)

Hands-on exploration of fundamental topics and contemporary problems pertaining to the oceans. Physical, chemical, biological, and geological aspects of the science of the sea, including ocean exploration, ocean basin configuration and origin, properties of seawater, currents and circulation, sedimentation, economic resources and exploitation, and wildlife within the sea. Weather and climate relationship to the oceans. Political and environmental concerns. Corequisite(s): GOL 115.

GOL 125 - Natural Hazards (3)

There are a variety of natural processes that affect our modern society. Hazards such as earthquakes, volcanic eruptions, hurricanes, forest fires, landslides, and the complex influence of climate change create significant economic and environmental problems that are often accompanied by great loss of life and damage to physical infrastructure. This course examines how these processes work and their effect on human society, how human activities influence the frequency and intensity of natural disasters, and possible methods of mitigation or prevention.

GOL 133 - Planetary Science (3)

This course reviews our current knowledge of the non-terrestrial bodies in the solar system, including the planets, moons, and other satellites, asteroids, comets, and other small solar system bodies. Currently, the field of planetary science is expanding rapidly with many tens of spacecraft, landers, and rovers actively exploring a myriad of objects in the solar system. This course will also explore the astrophysical and geophysical processes that are currently occurring on other bodies in the solar system and what we have been able to infer about their histories along with the structure and origin of the solar system, with emphasis on recent discoveries. Same as PHY 133.

GOL 200 - Special Topics in Geology (3)

Topics in various aspects of Geology. May vary from year to year.

GOL 225 - Physical Geology (0,4)

Understanding and appreciation of the earth upon which we live; its composition, structure, and landforms and the physical, chemical, and biological agencies active in their production. Lectures, laboratories, field trips.

GOL 226 - Historical Geology (0,4)

The history and development of the earth and the origin and evolution of the life upon the earth with

emphasis on North America. Lectures, laboratory, field trips.

GOL 313 - Introduction to Paleobiology (0,4)

Fossil invertebrates and some plants and vertebrates, including dinosaurs. Fossil record as a tool for stratigraphy, paleoecology, paleoenvironmental and paleoclimatological reconstructions, and understanding evolution and mass extinctions. Lectures, laboratory, field trips. Same as BIO 313. Prerequisite(s); if any: GOL 225 or GOL 226 or BIO 212 or Permission of Instructor.

GOL 314 - GeoHealth (3)

Examination of the intersections of earth and environmental sciences whereby naturally-occurring geologic materials impact human health by their presence in concentrations too high or too low in soils, surface water, and groundwater as well as the effects human-introduced contaminants. Prerequisite(s); if any: ENV 201 and GOL 225.

GOL 323 - Hydrology and Society (0,4)

Spatial and temporal variation of water in terrestrial, oceanic and atmospheric environments. Physical, chemical and biological processes affecting water movement or quality. Human interaction with the water cycle. Prerequisite(s); if any: GOL 105 or GOL 225.

GOL 325 - Mineralogy (0,4)

Introduction to the wide variety of naturally-occurring minerals, their physical, crystallographic, and optical characteristics, chemical composition, and environmental and economic impacts. Prerequisite(s); if any: GOL 225, CHE 211.

GOL 326 - Petrology: Rocks and Environments (0,4)

Classification of igneous, sedimentary and metamorphic rocks, with emphasis on their petrogenesis and the influence of environmental conditions on chemical composition. The lab deals with identification of hand and microscopic samples. Prerequisite(s); if any: GOL 225, GOL 325, CHE 211.

GOL 333 - Weather and Climate (0,4)

Examination of the atmosphere; its origin, structure, composition, evolution, processes, and spatial patterns. Short-term weather forecasting. Modern climate, patterns and causes of climate change through time, reconstruction of past climate, and prediction of future climate. Prerequisite(s); if any: GOL 225 or GOL 226.

GOL 343 - Geomorphology (0,4)

Study of the origin, history, and characteristics of landforms produced by exogenic and endogenic processes acting upon earth materials and structures. Lectures, laboratory, field trips. Prerequisite(s); if any: GOL 225 or Permission of Instructor.

GOL 373 - Sedimentology and Stratigraphy (0,4)

Laboratory and field study of the properties of sediments and sedimentary rocks. Interpretation of the origin, mode of transportation, and environment of deposition from physical characteristics. Basic principles governing the interpretation, correlation, and classification of stratigraphic units. Lecture, laboratory, field trips. Prerequisite(s); if any: GOL 225.

GOL 390 - Independent Study (1 to 6)

Independent study in areas not covered by regularly offered courses. Student submits a plan of study, meets periodically with an instructor, and submits a final report in addition to problems and/or exams. Maximum of three credit hours per semester. Prerequisite(s); if any: Permission of the division and at least a 3.0 average in geology courses.

GOL 398 - Structural Geology and Tectonics (0,4)

Identification and interpretation of rock deformation features. Emphasis on current debates and understanding of deformation mechanisms according to global tectonics. Lectures, laboratory, field trips. Prerequisite(s); if any: GOL 225.

GOL 405 - Earth System Science (3)

Overview of earth's hydrosphere/cryosphere, geosphere, atmosphere, biosphere (including anthrosphere) with particular emphasis on understanding the linkages between each. Examination of patterns, causes, evidence and effects of naturally-occurring and human-induced environmental changes through time. Prerequisite(s); if any: A 2-course (8-credit) sequence in laboratory science.

GOL 410 - Geoscience Seminar and Current Topics (1)

Presentations and discussions on current geoscience topics. May be repeated for credit up to three times.

GOL 423 - Geophysics: Theory and Application (0,4)

Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Same as PHY 423. Prerequisite(s); if any: GOL 398, PHY 152 or PHY 262, or Permission of Instructor.

GOL 440 - Project in Geoscience (1-9)

Field, laboratory or theoretical work with a faculty member. May be repeated up to 9 credit hours.

GOL 442 - Fundamentals of Geographic Information Systems with QGIS (1)

This course provides an overview of what geographic information systems (GIS) are, where GIS data comes from, the types of analyses possible with GIS that are challenging with paper maps, several example case-studies that utilized GIS, and a brief introduction to the open source GIS software QGIS.

GOL 450 - Research in Geoscience (1 to 6)

Original laboratory or theoretical research with a faculty member. Two-semester commitment recommended. Applications must be submitted the semester prior to the starting date. May satisfy Major Honors requirement. May be repeated once for credit. Prerequisite(s); if any: Completion of all Geoscience major course requirements or Permission of Instructor.

GOL 460 - Field Experience in Geoscience (3 to 6)

Hands-on experience including in-field observation; data analysis; and integrative problem-solving. It may include mapping a material sampling and analysis. Prerequisite(s); if any: Completion of major course requirements exclusive of the capstone experience and Junior or Senior standing, or Permission of Instructor.

GOL 470 - Geoscience - Internship (0 to 12)

Educational experience whereby students apply classroom learning in a professional work environment under co-supervision of faculty and employer personnel. Reflective statements, interim and final reports, public presentation. Repeatable once for a maximum combined total of twelve credits. Prerequisite(s); if any: Completion of major course requirements exclusive of the capstone experience and Junior or Senior standing, or Permission of Instructor.

GOL 505 - Earth System Science (3)

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

GOL 590 - Independent Study (1 to 6)

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

German

GER 101 - Beginning German I (3)

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

GER 102 - Beginning German II (3)

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

GER 201 - Intermediate German I (3)

Reading and grammar review; oral work; translation; simple composition. Prerequisite(s); if any: GER 102 or equivalent.

GER 202 - Intermediate German II (3)

Continuation of GER 201. Prerequisite(s); if any: GER 201 or equivalent.

GER 290 - Independent Study (3)

GER 290 Independent Study (3) IR

Health Care Administration

HCA 516 - Community Health Management (3)

Students are introduced to the basic tenets, methods, and applications of community health management. Essential community health management skills will be developed to promote health within dynamic national and international health systems.

HCA 521 - Health Care Systems: A Continuum of Care (3)

Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 - Organizational 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. Same as MGT 525.

HCA 526 - Cultural Competency for Health Care Leaders (3)

Students are introduced to issues of health disparities salient to 21st century America to develop culturally proficient health care leaders. Key health problems and corrective strategies are addressed.

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

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

HCA 531 - Leadership in Marketing and Strategic Planning (3)

Broad aspects of service sector management, and strategic planning, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering health care. Same as: MGT 531.

HCA 536 - Leading Health Care Prevention and Wellness (3)

Students are introduced to requirements of leaders and best practices in developing, managing, and accessing community health and wellness programs.

HCA 546 - Population Health Care Delivery (3)

Students are introduced to the population health research, theoretical frameworks, current practices,

community integrated strategies, and though leader prognosis for future interventions.

Healthcare Advocacy and Navigation

HAN 514 - Health Care Advocacy/Navigation Profession and Role (3)

The course examines the process and role of health care advocacy/navigation. It reviews the history of health care, the US health care delivery system, the continuum of care, and models of advocacy.

HAN 524 - Patient's Perspective of Illness (3)

Acute and chronic illnesses and end of life are explicated through patient illnesses narratives. Students explore the patient illness experience and providing literary, social, and political commentary.

HAN 534 - Strategies of Influence and Negotiation (3)

The course explores effective communication theories, strategies, and best practices. Students will 'practice' communicating with key stakeholders. Mediation, facilitation, and negotiation strategies will also be reviewed.

HAN 544 - Study of Disease and Illness States (3)

The course explores the relationship of anatomy and physiology to illness and disease including medical terminology and practice.

HAN 554 - Health Care Policy (3)

The course examines the basic principles of health policy and how it has affected, and continues to affect, the delivery of health care in the US. It also examines current and ongoing health care reform.

HAN 564 - Advanced Topics in Health Care Policy (3)

The course examines advanced topics in health policy and politics including: pharmacology, the aging population, the development of the health care workforce, rationing, and the challenges in implementing health care reform.

HAN 574 - Marketing Strategies and Techniques (3)

The course will teach the Health Care Advocate/Navigator pursuing private practice: branding techniques, market analysis, outreach, and advertising. It will help the private practitioner develop a marketing plan and create collateral materials.

HAN 584 - Establishing/Expanding a Health Care Advocacy/Navigation Private Practice (3)

Health Care Advocate/Navigator, pursuit if private practice, determination of interest, development of a viable business plan, and understanding the nuts-and-bolts of business ownership.

Health Studies

HLS 101 - Introduction to Health Professions (1)

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

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

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

HLS 113 - Understanding Alcoholism, Chemical Dependency, and Mental Health (3)

Alcoholism and other drug dependencies, their effect on the community and the mental health of families and individuals, and discussion of various treatment modalities with emphasis on community based support groups.

HLS 203 - American Sign Language I (3)

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

HLS 204 - American Sign Language II (3)

Advanced study of ASL and deaf culture. Prerequisite(s); if any: HLS 203.

HLS 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. Same as IST 226.

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

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

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

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

HLS 304 - Human Bones and Teeth (1)

Introduction to the human skeleton, teeth, and joints. Review of names and locations of all bones and teeth, joint types, and pathology using actual human remains and artificial models. Same as ANT 304. Prerequisite(s); if any: ANT 101 or ENG 101 or IPE 102.

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

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

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

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

HLS 309 - Medical Conditions and Implications (3)

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

HLS 313 - Physical Health & Wellness (3)

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

HLS 327 - Human Osteology (3)

Intensive introduction to the anatomy of the human skeleton, definition, and joints. Examination and identification of skeletal and dental morphology, joint types and functions, growth and development, and pathology using actual human remains and artificial models. Same as ANT 327. Prerequisite(s); if any: ANT 101 or BIO 101.

HLS 331 - Adapted Sports (3)

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

HLS 337 - Care of the Human Spirit (3)

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

HLS 354 - Healthcare Topics in Media (3)

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

HLS 381 - Kinesiology (0,3)

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

HLS 400 - Contemporary Topics in Health Care (1 to 3)

Current and emerging issues in health care will be addressed in depth. Topics will vary by semester in response to the needs and interests of students and faculty. May be repeated with different topics.

HLS 401 - Senior Seminar (3)

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

HLS 411 - Principles of Healthcare Reimbursement (3)

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

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

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

HLS 419 - Healthcare Advocacy and Navigation Seminar (3)

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

HLS 445 - Clinical Research (3)

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

HLS 480 - Race and Racism in Public Health and Medicine (3)

Beginning with the advent of the Trans-Atlantic Slave system to the present, this upper-level seminar examines the material bases for systemic, structural inequalities that shape the production of medical knowledge, distribution of medical services, and public health measures on global, national, and local scales. This course not only covers how race, as well as the intersecting categories of gender, class, sexuality culture, and nation, affects both the unequal distribution of diseases and unequal access to medical treatment, it will also consider the human rights and social justice consequences of these phenomena. It is a seminar in comparative medical and health history that looks at how the intersectionality of race, gender, class, sex, culture, and science have figured prominently in the management of disease and health.

The course readings and assignments focus on the health status of "non-white" peoples with particular attention to the persistent disparities that people of color have experienced in health outcomes in the United States and other parts of the world. Of critical concern in this course is the contested question of organized medicine's status as form of "social control" in modernizing societies. Another interpretive focus is the ways that the organization of medical care has confronted, or failed to confront, social justice in medical treatment and research as well as public health. The recognition of health disparities is itself historically constituted and represents certain cultural as well as socio-economic investment in seeing the gaps between "rich and poor," "white and black," as either malleable or intractable. Same as HIS 480.

HLS 547 - Narrative of Disability (3)

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

History

HIS 123 - Race, Gender, Sexuality, and Class in Early America (3)

Race, class, and gender are critical social categories for understanding America's history from 1600 to 1877. The course content focuses on these categories as relationships of power and the bases of social identity. We will take a comparative view through the experiences of Native American, white, black, and immigrant women and men in Early America

HIS 126 - America 1500-1877 (3)

American survey to 1877. Emphasis on competing empires, colonial life, Revolutionary era, antebellum era, Civil War and Reconstruction.

HIS 127 - America 1877- to the Present (3)

US history survey since 1877. Emphasis on social movements, major wars, economics, politics, international affairs, and culture.

HIS 128 - Drugs in American History (3)

This course examines the history of the United States with a focus on the nation's complicated relationship with psychoactive substances. The course will examine political, social, and economic aspects of a range of 'drug' substances including: alcohol, nicotine, caffeine, coca, opium, cannabis, psychedelics, pharmaceuticals and more, and their role in shaping the history of the United States.

HIS 135 - Introduction to The African Diasporic Experience (3)

The contours of this course are threefold. First, this course provides an introduction to the evolution of Africana Studies. This means that we will examine historical origins leading to the emergence of African American history and by extension, Afro-American Studies, Black Studies, or Africana Studies as a field of scholarly inquiry, this will include a critical examination of local student activists' struggles on the University of Pennsylvania's campus from the 1960s to the 1980s. Second, this course is a general survey that examines the board arc of a multidisciplinary history regarding the African Diasporic experience beginning with themes that include but are not limited to: Africa and the origins of civilization, images of Africans before the advent of global systems of slavery, i.e. the trans-Atlantic slave system and the Islamic slave trade, the development of African American cultures in the Americas, the Haitian Revolution, the Age of Imperial Colonialism, the Jim Crow Era, and other relevant themes from challenges to racial segregation during the Civil Rights and Black Power movements to institutional racism within the American criminal justice system and the Black Lives Matter movement of the 21st century

HIS 136 - Introduction to Afro-Latin America (3)

This class examines the history of the African Diaspora in Latin America beginning with the encounters in the Atlantic World and Caribbean in the fifteenth Century. Following the Conquest of indigenous civilizations of the Americas in the sixteenth Century, the course examines the trans-Atlantic slave trade with a focus on colonial Latin America. The histories of Afro-Latin American populations were generally overlooked until quite recently, so this class will examine the sistema de

castas (casta system) in colonial Latin America that contributed to the erasure of Afro-Latin American cultural, political, and economic contributions to the region's cultures. The negative associations of blackness influenced national narratives of mestizaje (racial mixing) that shaped national identities during nineteenth-century independence movements, contributing to Afro-Latin American invisibility and racial exclusion through the twentieth and twenty-first centuries. Students will read recent work by historians as well as primary source materials that highlight the African Diasporic experience in Latin America, with a focus on the Caribbean and South America. The course will thus provide key insights into the narratives of Afro-Latin American invisibility while highlighting Afro-Latin American historical agency, contributions to national cultures and politics, and resistance to systems of oppression. Permission of instructor is required before enrollment.

HIS 145 - The Pacific World (3)

This course surveys the history of the countries bordering the Pacific Ocean. We will focus on cross-cultural interaction and the factors that drive political, economic, social, and cultural exchange including East Asian Philosophies, Chinese influence in the Asian world, the West's changing role in Asia, and the 'Asian Century.'

HIS 165 - Europe and the World (3)

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

HIS 200 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year. Prerequisite(s); if any: Permission of the instructor.

HIS 207 - Medicine and Society (3)

Exploration of the interplay between healthcare and social issues in America since the Civil War. The course illuminates the interaction between medical science and the way attitudes toward medicine and medical providers have evolved.

HIS 210 - Refugee USA (3)

Historical survey of U.S. refugee policy and the experiences of many refugees in America, from their pre-refugee days through the traumatic experiences that forced them to flee their homes, to life in refugee camps, and finally as they endure the challenges of resettlement in the United States. Special emphasis on contemporary experiences of refugees in America, from 1990 to present, and the contemporary global refugee crisis. Major themes are race, gender, religion, ethnicity and sexuality.

HIS 223 - Methods in Early American Social History (3)

Social history focuses on the lived experiences of ordinary people of the past. This approach offers deep understanding of life in early America, the formation of the United States, change over time, and persistent themes and dynamics that echo into the present day. Early American social history constitutes the course content in two respects. First, our study of the past will be organized around the analytical categories of race, class, gender, religion, and sexuality, as relationships of power and as windows on American history. Second, the material will serve as a fruitful vehicle for learning and applying introductory historical methods that are essential in studying and reconstructing the past. These methods will begin to cultivate in you the indispensable perspective that is fundamental to pursuing any rational line of inquiry, as well the ability to reach compelling, empirical conclusions. A historical perspective and the work that you accomplish in History 223 will contribute to your preparation for history courses at the 300-500 levels.

HIS 235 - Methods and Key Themes in African American History Since Reconstruction (3)

This course shall be regarded as a community of scholars coming together to examine select topics of African American history and Black culture. In the process of this examination, students will be focusing on acquiring information, improving writing skills, and sharpening critical thinking ability. To attain these goals we will be involved in reading, discussing, and writing. As a result of our efforts students should learn to present their ideas, both orally and in writing, in a clear and precise manner. We begin with a critical examination on the evolution of historical writing of Black culture. It then proceeds with a critical examination of Black/White relations in the United

States at the intersections of race, class, gender, and culture from the Abolition Era to the Black Lives Matter movement. While the readings will provide critical insight into the organic formation of institutional racism and structural inequality, adequate attention will be directed towards social, political, and economic responses exhibited by African Americans to overcome oppression during the long freedom struggle. The course will also provide historical, socio-political, socio-economic, and socio-cultural contexts as analytical tools to aid student analyses of major themes, questions and problems presented within the literature. Students will also be encouraged to find links between the past and the present.

HIS 245 - Methods in East Asian History (3)

This course is an exploration of the history and historiography of East Asia, including a methodological examination of the historian's craft. Although intended for History Majors, all students are welcome.

HIS 265 - Methods in European History from Herodotus to the Present (3)

This course explores the development and evolution of the study and methodology of history as a field of study in European History. Students will come to understand how historical events shaped the study of history into a professional field and the many ways in which historians through time contributed to the present-day field of history and historiography. While intended for History Majors, all students are welcome.

HIS 266 - Modern Europe (3)

Europe in the nineteenth and twentieth centuries. Emphasis on liberalism, socialism, nationalism, fascism, communism, and democracy.

HIS 273 - Russia: Historical Legacy and Peoples (3)

In this course we will explore the amazing history of Russia and its people from their foundations in the 9th century to the present day Russian Federation. We will witness Russia's unique experience under its equally celebrated and infamous incarnations of its socio-political development from rival principalities, to Tsarist Empire, its experimentation with Communism, and into present-day World Power. Of particular focus will be how the Russian people developed their very identity, culture, and sense of history that still drive the very essence of Russia and ts people to present day.

HIS 300 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year.

HIS 304 - The American Revolution (3)

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 504.

HIS 305 - Civil War and Reconstruction (3)

Background and causes of the Civil War, major campaigns, and civilian war effort; political, economic, and social problems of reconstruction.

HIS 311 - History of New York State (3)

Study of economic, social, and political developments with particular emphasis on local history.

HIS 312 - American Immigration and Migration (3)

As a hot-button issue, immigration may seem like it belongs to the present day; however, it's nothing new. Immigration has been a source of debate since America's very beginnings. Likewise, migration within the country has its own complicated past. We will explore the dynamic history of human movement not only to and within America, but in comparison with international cases. Most centrally, we will study the experiences of diverse groups of national and regional newcomers and the history of U.S. immigration policy. By the end of this course, you will have a historical perspective on current matters related to U.S. immigration and migration.

HIS 313 - When Feminism Was Fringe: American Women,1600-1960 (3)

Comparative historical study of American women and gender from 1600 to 1945 in a diverse range of communities. Power, work, family, and sexuality.

HIS 314 - From Women's Liberation to Hip-Hop Feminism: American Women, 1960-Present (3)

This is an advanced, comparative survey of American women's history through the modern period, from the Second Wave Women's Movement to today. Our emphasis will be on women in terms of intersectionality by race, class, sexuality, and other social identities. Central themes are power, work, family, and the body, among others.

HIS 323 - Civil Rights and African American Nationalism (3)

Development of civil rights and black power movements, and how liberal and nationalist ideology shaped the politics, economics, and culture of the African American community.

HIS 324 - Resistance, Race, and Labor (3)

Race and its impact on the development of the American working class.

HIS 325 - Making Public History (3)

Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as JLM 325.

HIS 334 - History of Colonial Africa (3)

African societies and European powers from 1870 to present. Africans' resistance to and accommodation of colonialism; use of African labor; rise of African nationalism and independence movements; and post-colonial conditions.

HIS 335 - History of Modern South Africa (3)

How social dynamics, industrialization, nationalism, and gender shaped South Africa.

HIS 343 - Modern Japan (3)

Social, economic, and political history of Japan since Tokugawa times. Development of capitalism, modernization, ultranationalism and world war, the economic miracle and its aftermath, and popular culture.

HIS 344 - Modern China (3)

The revolutionary transformations that have dominated the experience of 15th and 20th century China. Imperialism, nationalism, communism, cultural revolution, the 'capitalist road,' and China's present ascent to world power status.

HIS 345 - Constitutional Law in the Governmental Process (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Same as POL 345. Prerequisite(s); if any: POL 101.

HIS 347 - Japanese Imperialism and the Pacific War (3)

Japanese imperialism from 1895-1945 Modernization, expansion, the Sino-Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Meets with HIS 547.

HIS 348 - Business and Society in East Asia (3)

How do we account for the economic rise of East Asia in the twentieth and twenty-first centuries? Did culture play a role in the economic and technological transformations of East Asia? Avoiding the stereotypes and dispelling the myths, this course will explore the links between business and technology on the one hand, and politics, culture, and society on the other.

HIS 353 - Japanese History and Culture Through Film (3)

This course is an exploration of significant cultural themes in Japanese history, such as class conflict and resolution, socialization, modernization, environmental degradation, the supernatural, and the nation at war, as portrayed in film, literature, and history. We use film as text on a greater journey to understand Japanese history and culture and experience the myriad ways that Japanese authors and directors view themselves and Japan.

HIS 355 - Afro-Latin American Invisibility and Centrality (3)

Despite the large presence of African descended people throughout the region of Latin America, little scholarship focused on this significant population until the twenty-first century. This course examines the historical and narrative process by which a white minority population rendered majority Afro-descended populations in Latin America invisible. Beginning with an overview of the trans-Atlantic slave trade from the sixteenth through the nineteenth-centuries, the course then turns to the Haitian Revolution to examine how racial and social hierarchies shaped historical archives and thus historical narratives. The class will take a closer look at how historians have come to understand the realities of slavery as well as Black-Native relations in colonial Latin America. We will then analyze the constructions of national identities based on the similar myth of mestizaje (racial mixing) in a comparative lens, focusing on the myth of "racial democracy" in Brazil, and Afro-Latin American invisibility in Cuba, Mexico, and Argentina. Through a variety of recent scholarship on the topic as well as primary source materials, students will gain an understanding of the legacies of anti-Black racism in Latin America and how historians have overcome these challenges to assert the centrality of Afro-Latin American populations in shaping the region's cultures and histories. Same as ANT 355.

HIS 357 - Japan in the Age of the Warrior (3)

Many of us 'know' about samurai- Japanese warriors- from movies, novels and popular histories, but few truly know about the reality of warriors' lives. By viewing Japanese warriors through history, literature, and film, we will uncover their sociopolitical origins, roles in society, and treatment in popular media.

HIS 358 - Afro-Latin American History Through Film (3)

This course uses film as a medium through which to examine the history of the African Diaspora in Latin America. Afro-Latin American populations lack adequate representation in popular media in the region, yet many films have drawn from literature and history to highlight their contributions to socio-political movements and cultural productions. Most of these films were produced and released in historical contexts that served a director's political agenda, such as those produced by the Cuban Instituto Cubano del Arte e Industria Cinematográficos (ICAIC) following the 1959 Revolution. Thus, the class examines the historical period conveyed in the films as well as the context in which the films were produced, providing the necessary context to analyze the directors' intended messages to their contemporary audiences. The films examined in this course cast light on the significant, yet often ignored, history of Afro-Latin American people from the colonial period through the twenty-first century. Readings include literature on which the films are drawn, leading scholarship in the field of Afro-Latin American history, and film theory.

HIS 364 - Ancient Greece and Rome (3)

This course explores Greak and Roman foundations of Western Civilization. The course will explain the Greek and Roman legacies that shaped Western politics, religion, philosophy, culture, and society. Meets with HIS 564.

HIS 365 - African American Urban Politics, Economy, and Policy in Historical Perspective (3)

This course provides an introduction to the political history and public policies that have significantly shaped, and continue to shape, the social and political life of African Americans and the urban environment. While the course will explore historical themes, it will be mostly contemporary in its temporal focus. Topics will include African American political thought, leadership, and Black political economy. We will explore voting, participation, party politics, and elective office: i.e. legislative and executive. Additional topics will explore challenges within

housing and labor markets as well as issues of gender, class, and sexual identity at the intersections of Black politics. Finally, we will explore the role of race, drug policy, and criminal justice.

HIS 366 - Black Leadership, Organization, and Movements in Historical Perspective (3)

This interdisciplinary history course is dedicated to critical examination of Black political leadership and policy setting, i.e. how Black leaders and organizations catalyze movements that set, or attempt to set, the public agenda across the nineteenth and twentieth centuries. It does so by focusing on the theory and practice of the political behavior of individuals and institutions contextualized by constraints and opportunities presented by national politics. We operate from the thesis that African Americans have sought to influence the process of national agenda setting. That influence would eventually lead to the acquisition of public goods which would improve the general condition of the "Black community." Our approach begins with agenda setting and moves to a historical review of various periods of Black political development. We then examine more closely Black political leadership in a number of various settings and historical periods.

HIS 367 - Central Europe and the Balkans: Its People and History (3)

This course covers the unique historical development of Central Europe from the Middle Ages to the present day. Geographically, it focuses on Germany, Austria, Italy, Hungary, the Czech Republic, Slovakia, Bulgaria, Romania and the states of the former Yugoslavia. Lectures, readings, and discussions will emphasize the unique historical and social development of the people in these regions and how they shaped Europe's historical evolution.

HIS 371 - Russian History (3)

The origins and development of the Russian peoples and state to the eve of the Bolshevik Revolution.

HIS 372 - Modern Russia (3)

From Tsarist Russia on the eve of Bolshevik Revolution though rise, development and demise of USSR, to emergence of post-Soviet Russia. Emphasis on governmental structures and political processes. Same as POL 372.

HIS 377 - Plague, Famine, Calamity and Response in European History (3)

This course explores moments in European History in which humanity found itself directly threatened by plague, pestilence, famine, and other natural calamities. We explore the causes and history of these moments, but also focus on the response to such tragic events both in their historical context as well as our present-day understanding of these events. The course begins in Antiquity but spends much of the course in the Modern Era and movements such as the Agricultural Revolution, Industrial Revolution, and Urbanization create the "modern" society we all live in today. It is also during this period that we see the rise of new "schools" and "fields" designed to respond to the new challenges such as ecology, sociology, urbanology, and even modern medicine.

HIS 380 - North Africa, Islam, and the Middle East in Historical Perspective (3)

This interdisciplinary history seminar examines the colonial and postcolonial experiences of North Africa in context of the region's close connections to Europe, the Middle East, and sub-Saharan Africa. Readings will cover Morocco, Algeria, Tunisia, and Libya as well as their relationships to the history of French, Italian and Spanish colonialism. While the period of sustained European imperial control over North Africa began as early as 1830 in Algeria and as late as 1911-12 in Libya and Morocco, decolonization was almost complete in the region by the early 1960s. Throughout the semester, we will test the thesis that this "colonial moment" had far-reaching implications not only for postcolonial North African societies, but also for the European countries that imposed colonial rule. We will also explore the interconnectedness of economic, political, and cultural phenomena in North African history, e.g., the implications of labor migration for musical culture, and the interplay of religion and language in the construction of national identities. Finally, we will consider the ways in which portrayals of history and culture have been politically charged and hotly contested in both colonial and postcolonial contexts.

HIS 381 - Germany in the Nazi Era (3)

Historical antecedents to the Empire, World War I, and Weimar Republic. Analysis of social organization, political structure, and economy before and during World War II. Diplomacy, military operations, occupation regimes, resistance movements, the 'final solution,' and aftermath of the war.

HIS 383 - Modern Korea (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of the history and the political dynamics of the most intriguing system in the world: two Koreas. After a brief introduction to cultural background and history from approximately the late 1800s, the course will discuss the key historical phenomena that have been influential in Korea's evolution until the division of the two Koreas. The course then examines and compares the major aspects and functions of political systems, processes, and changes (general patterns of similarities and differences) in both South and North Korea. Same as IST 383 and POL 383. Prerequisite(s): POL 161 or POL 203 or HIS 145 .

HIS 384 - Propaganda and Identity in Modern Europe (3)

This course explores the role of propaganda in shaping identity formation in Europe and the Western World. Beginning with the Protestant Reformation, the course focuses on the major historical events in Western Civilization that shaped the use of propaganda and led to its institutionalized use over the previous centuries including the French Revolution, the rise of Nationalism and Imperialism, the World Wars, Totalitarianism, the Cold War, and the rise of mass media. The class thereby explains the historical development and into recent events and students' daily experiences.

HIS 387 - Europe at War (3)

This course explores the hows and whys of the causes behind the major European conflicts of the Twentieth Century. Particularly, using the First World War as one of its major focal points, the course explores how the origins, experience and aftermath of the First World War forever changed Europe and Western World through the remainder of the Twentieth Century and to the Present Day.

HIS 388 - African International Relations in Historical Perspective (3)

Undergraduate students interested in studying African history, relations between African societies and peoples as well as the global system of international relations from post-colonial Africa to the present will find this course interesting and challenging. In addition to the aforementioned arc of history, we will explore the following key topics and questions during the first four weeks of class: What is African international relations?; gender and international relations; Eurocentrism, racism, and international relations; governance and international relations in pre-colonial Africa, colonial dynamics, and the legacy of colonialism. These provide analytical contexts for understanding African de-colonialization and international relations. Core themes covered in the remainder of the class include the politics of post-independence, international alignments, the causes and effects of authoritarian rule, and Africa's role in the global political economy. The course raises questions about the implications of the international community, to include the United States, and the shaping of Africa's past. It continues with careful consideration of pressing current issues on the African continent, including state failure, the war on terror, U.S. foreign policy regarding Africa, and China's growing economic and political footprint. Finally, the course ends with a central question: "Is Africa rising?"

HIS 395 - Black Women, Gender, and Black Transnationalism (3)

This seminar examines complex dynamics of Black transnationalism by focusing on the global visions; transnational activities; and transracial political alliances of African descendant peoples within the diaspora. While the course highlights key writings, speeches, and transoceanic travels of a diverse group of men and women, it also repositions Black women from the periphery to the center of the history of Black transnationalism. Additionally, this seminar seeks to examine various expressions and interpretations of Black transnationalism within the United States and globally from the eighteenth century to the Civil Rights and Black Power movements of the late twentieth century. As we move through the course we will engage two key questions: first how was Black women's engagement in transnationalism similar to or different from that of their male counterparts?; and second to what degree did Black women integrate

transnationalism with issues connected to women's rights and/or feminist political concerns?

HIS 400 - Select Topics: History (1 to 3)

Topics in various aspects of history. May vary from year to year. Prerequisite(s); if any: Permission of the Instructor.

HIS 456 - Guided Historical Research (3)

Continuation of History 455. Substantial piece of original research written to professional standards required. Same as HIS 656. Prerequisite(s); if any: Senior Standing and HIS 455 and 3 History courses at the 300 level or above.

HIS 465 - Race, Crime, and Punishment in Historical Perspective (3)

This course will mostly be a multidisciplinary historical examination on the dynamics of the American criminal justice system at the local, state, and federal levels. We will examine historical and contemporary studies that provide arguments about the connections between race, class, gender, poverty, urban communities, and the criminal justice system. More specifically, our readings and discussions will provide perspectives through which to understand not only how and why acts of police violence, questionable court proceedings, and unjust sentences routinely take place but also why and how they are often sanctioned by society at large. What historical and contemporary circumstances explain, and are necessarily connected to, the acquittal or lack of charges of the officers involved in the killings of Amadou Diallo, Sean Bell, Michael Brown, Tamir Rice, Eric Garner, Freddy Gray, Breonna Taylor, and so many others? What historical and contemporary circumstances explain the re-occurrence of police violence against communities of color? Such questions suggest recurring patterns that point to ways in which society and its institutions (re)produce representations and practices that often take race, age, class, and gender as markers of expected civic and/or criminal behavior.

HIS 470 - History - Internship (1 to 6)

Participation in a discipline - or subject - related experience.

HIS 480 - Race and Racism in Public Health and Medicine (3)

Beginning with the advent of the Trans-Atlantic Slave system to the present, this upper-level seminar examines the material bases for systemic, structural inequalities that shape the production of medical knowledge, distribution of medical services, and public health measures on global, national, and local scales. This course not only covers how race, as well as the intersecting categories of gender, class, sexuality culture, and nation, affects both the unequal distribution of diseases and unequal access to medical treatment, it will also consider the human rights and social justice consequences of these phenomena. It is a seminar in comparative medical and health history that looks at how the intersectionality of race, gender, class, sex, culture, and science have figured prominently in the management of disease and health. The course readings and assignments focus on the health status of "non-white" peoples with particular attention to the persistent disparities that people of color have experienced in health outcomes in the United States and other parts of the world. Of critical concern in this course is the contested question of organized medicine's status as form of "social control" in modernizing societies. Another interpretive focus is the ways that the organization of medical care has confronted, or failed to confront, social justice in medical treatment and research as well as public health. The recognition of health disparities is itself historically constituted and represents certain cultural as well as socio-economic investment in seeing the gaps between "rich and poor," "white and black," as either malleable or intractable. Same as HLS 480.

HIS 490 - Independent Research and Study (3)

Individual reading or research in a historical topic of interest, with the program to be arranged by agreement between the student and his or her instructor. May be repeated. Prerequisite(s); if any: Upper level (junior or senior) status and Permission of Instructor.

HIS 500 - Select Topics: History (3)

Topics in various aspects of history. May vary from year to year.

HIS 504 - The American Revolution (3)

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 304.

HIS 515 - The African-American Experience (3)

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

HIS 516 - Public History (3)

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

HIS 517 - National and Ethnic Identity in Europe (3)

Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 - Historiography (3)

Introduction to modern historiography.

HIS 525 - Ancient Cities (3)

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

HIS 527 - Religion in the Ancient World (3)

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

HIS 547 - Japanese Imperialism and the Pacific War (3)

Japanese imperialism from 1895-1945 Modernization, expansion, the Sino-Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Meets with HIS 347 .

HIS 564 - Ancient Greece and Rome (3)

This course explores Greak and Roman foundations of Western Civilization. The course will explain the Greek and Roman legacies that shaped Western politics, religion, philosophy, culture, and society. Meets with HIS 364.

HIS 590 - Independent Study (0 to 6)

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

POL 323 - Politics of Utopias and Dystopias (3)

This course is designed to have students explore concepts around power, politics, and social organization through the study of various utopias and dystopias. Utopian and dystopian fiction has long served as both literature and radical thought experiments reflecting on forms of political community. This course will study various utopias and dystopias to learn how they are a response to their particular social and political context, but also how they offer insights into what is possible-both the good and the bad-with various forms of political and social structures. This course provides a survey of utopias and dystopias as a form of speculative fiction that hovers between fantasy novel, political pamphlet, satire, and science fiction. We will do all of this while paying special attention to how the visions of idyllic utopian worlds, and catastrophic dystopian worlds, can help us to better understand our own world, prevailing power structures, and how we relate to and interact with other people.

History and Philosophy of Science and Technology

HPS 105 - Computers and Society (3)

An introductory course to the role of the computer, its uses in society, and its future. The course will attempt to place the computer within the context of science

and technology and also within a broad socio-cultural perspective.

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

A survey of Greek science, the history of astronomy from Eudoxus to Kelper, selected problems in the history of mechanics to Newton.

HPS 127 - The Development of Modern Science: Newton to Einstein (3)

The scientific revolution; history of theories of electricity, heat and optics, the chemical revolution, developments in biology; the structure of scientific revolutions.

Homeland Security and Emergency Management

HEM 301 - Introduction to Homeland Security and Emergency Management (3)

Creation of the U.S. Department of Homeland Security and its components. Historical review of emergency management development and advancement to current day. Practical exercise in planning, response, mitigation, and recovery.

HEM 305 - Terrorism (3)

International and domestic terrorism issues affecting Justice Studies in the United States. Includes history of terrorism and practical exercises in anti-terrorism.

HEM 307 - Homeland Security and Counter Terrorism (3)

Safeguarding and managing America's national critical infrastructures under threat. Conducting vulnerability assessments and target hardening exercises. Counter-terrorism issues as they relate to Homeland Security.

HEM 321 - Leadership Issues in Homeland Security and Emergency Management (3)

Effective measures for personal and professional leadership, and decision-making for crisis leadership and command; including complex issues of inter-agency command, planning, and coordination. Prerequisite(s); if any: HEM 301.

HEM 328 - Security Administration (3)

Principles of administration of physical, human, and asset security. Risk assessment, training, emergency management, disaster recovery, and the global aspects of security administration.

HEM 332 - Technological Challenges in Homeland Security and Emergency Management (3)

Technical and electronic issues affecting homeland security and emergency management in the United States with an emphasis on communications and cyber capabilities. Prerequisite(s); if any: HEM 301.

HEM 343 - Legal Issues in Homeland Security and Emergency Management (3)

Legal and liability issues affecting homeland security and emergency management operations in the United States. Case law and current litigation will be reviewed. Prerequisite(s); if any: HEM 301.

HEM 354 - Communications in Homeland Security and Emergency Management (3)

The various levels and types of communications that have bearing on the fields of homeland security and emergency management, including diversity and cultural issues, inter-agency relations, public relations, and crisis control. Prerequisite(s); if any: HEM 301.

HEM 368 - Issues in Border and Transportation Security (3)

Historical and contemporary challenges in U.S. transportation security. Ongoing balance between the free flow of people, goods, and services across U.S. borders and homeland security issues.

HEM 380 - All Hazards: Planning, Response, Mitigation, and Recovery (3)

The role that emergency management personnel play in managing man-made and natural disasters. Specifically, this course examines the four phases of Emergency Management: Planning, Response, Mitigation, and Recovery. Prerequisite(s); if any: HEM 301.

HEM 391 - The National Incident Management System and The Incident Command System (NIMS and ICS) (3)

Examination of operational framework, including the National Incident Management System and Incident Command System, used in a multi-agency response to critical incidents. Prerequisite(s); if any: HEM 301.

HEM 461 - Senior Seminar - Homeland Security and Emergency Management (3)

Selected topics of current interest. Emphasizes critical analysis of current research literature and development of action projects by seminar members. Integrates previous learning as a capstone experience. Prerequisite(s); if any: Permission of Instructor.

HEM 470 - Homeland Security and Emergency Management - Internship (6 to 15)

Participation on staff of homeland security or emergency management agency under co-supervision of faculty and agency personnel. Field experience, periodic conferences and seminars, written and reading assignments designed to combine theory and professional practice. Prerequisite(s); if any: Permission of Instructor.

HEM 475 - Senior Project (3 to 6)

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

Honors

HON 199 - Honors Practicum (0-3)

Experiential course specifically for Honors Program students. Open to students in the Utica University Honors Program or by invitation. May be taken multiple times for credit. May be repeated an unlimited number of times, as long as topic is different.

HON 259 - Honors Seminar (3)

Open to students in the Utica University Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

HON 359 - Honors Seminar II (3)

Seminar course specifically for Honors Program students. Open to students in the Utica University Honors Program or by invitation. Explore various topics from the points of view of diverse disciplinary perspectives.

Human Rights Advocacy

HRA 200 - Select Topics: Human Rights Advocacy (1 to 3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

HRA 211 - Introduction to Human Rights (3)

Introduction to contemporary human rights problems and the global response to these issues. Same as: POL 211.

HRA 400 - Contemporary International Problems (1 to 3)

HRA 464 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and region inter-governmental efforts to monitor, control, and remedy abuse of sovereign power. Same as POL 464.

HRA 470 - Human Rights Advocacy - Internship (1 to 12)

Participation in a discipline - or subject - related experience.

HRA 490 - Independent Study (1 to 3)

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

HRA 500 - Select Topics: Human Rights Advocacy (3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

Humanities

HUM 110 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 115 - Introduction to Creativity (3)

Creativity, the ability to come up with a variety of innovative solutions to problems, is a skill that anyone can develop and apply to any field. Students will learn how to use creative techniques to solve real-world problems.

HUM 120 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 130 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the old country, in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as SOS 110, SOS 120, and SOS 130.

HUM 290 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 340 - Portfolio Workshop (1)

Students will participate in a professor-approved creative pursuit outside of class and show what they achieved in a manner appropriate to their discipline in the continuing development of their portfolio. Class time will be spent on portfolio development. May be repeated to a maximum of 4 credits. Instructor Permission required. THE 340, FIA 340, MUS 340, FLM 340

HUM 390 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 489 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

HUM 490 - Independent Study (3)

As arranged with a faculty member. More detailed guidance may be found in sections for individual courses of study.

HUM 499 - Honors Tutorial (3)

Students work with a faculty supervisor on a challenging academic or creative project in the humanities area other than English or in an interdisciplinary project within the humanities. By invitation only.

HUM 503 - Museum (3)

Exploration of museums as cultural institutions and attempt to define the purpose of the institution, approaching museums as texts in order to discover what they seek to communicate and to whom.

Italian

ITA 101 - Beginning Italian I (3)

Pronunciation and aural comprehension; elementary grammar; oral and written practice; reading of simple prose

ITA 102 - Beginning Italian II (3)

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

ITA 200 - Select Topics: Italian (3)

Topics of various aspects of Italian. May vary from year to year.

ITA 201 - Intermediate Italian I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: ITA 102.

ITA 202 - Intermediate Italian II (3)

Continuation of ITA 201. Prerequisite(s); if any: ITA 201.

ITA 300 - Advanced Italian II (3)

International Studies

IST 101 - World Regional Geography (3)

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

IST 225 - Chinese Civilization and Culture (3)

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

IST 226 - Traditional Chinese Medicine (3)

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

IST 235 - Russian Civilization and Culture (3)

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

IST 247 - Japanese Civilization and Culture (3)

Introduction to modern Japan, Japanese society and culture economy and business, politics and diplomacy. Offered only as part of the Japan summer program at Osaka International University.

IST 248 - American Civilization and Culture (4)

Interdisciplinary introduction to modern American culture, geography, history, and society. Emphasis on multiculturalism, U.S. politics and government, economy, and business. Prerequisite(s); if any: Permission of Instructor required.

IST 300 - Select Topics: International Studies (1 to 3)

Topics of various aspects of international studies. May vary from year to year.

IST 323 - Civil Society in Cyberspace: The Internet in China (3)

Examination of China's Internet Communications Technology revolution, exploring social, cultural, political, and economic implications of China's transition in to a more information-rich and communication-intensive society.

IST 367 - International Security (3)

This course provides understandings of the meaning and content of international security from both a theoretical and policy perspective. It will introduce the traditional concepts and ideas that underlie international security issues such as causes of war, deterrence, alliances, geopolitics, arms races, terrorism, and issues of nuclear proliferation. It also will introduce the non-traditional and emerging security challenges such as a global pandemic and cyber-attacks and cyber terrorism. Same as POL 367 and CYB 367.

IST 377 - Comparative Criminal Justice: Study Abroad (3)

Comparative study of criminal justice institutions in other countries. Students will visit institutions and interact with professional in the agencies and facilities. Same as CRJ 377.

IST 378 - Chinese Politics (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of political dynamics and policy behaviors of the most intriguing political system in the world: China. The course examines the major aspects and functions of political systems, processes, and changes in China. The political system of China in the context of globalization attains prominent attention in the seminar as well. Same as POL 378. Prerequisite(s); if any: POL 203.

IST 383 - Modern Korea (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of the history and the political dynamics of the most intriguing system in the world: two Koreas. After a brief introduction to cultural background and history from approximately the late 1800s, the course will discuss the key historical phenomena that have been influential in Korea's evolution until the division of the two Koreas. The course then examines and compares the major aspects and functions of political systems, processes, and changes (general patterns of similarities and differences) in both South and North Korea. Same as POL 383 and HIS 383. Prerequisite(s): POL 161 or POL 203 or HIS 145 .

IST 400 - Contemporary International Problems (1 to 3)

Consideration of one or more contemporary problems which are international in scope. Prerequisite(s); if any: Permission of Instructor.

IST 465 - Political Risk Analysis (3)

This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as POL 465.

IST 470 - International Studies - Internship (3 to 6)

Guided experience in international firm or agency. Written reports and periodic meetings with advisor and field supervisor. Prerequisite(s); if any: Upper level standing and permission of instructor and division dean.

IST 471 - Japanese Studies - Internship (3)

Guided experience in a Japanese business or government office. Written reports, readings, and periodic meetings with advisor and field supervisor. Offered only as part of the Japan summer program at Osaka International University.

IST 487 - Senior Seminar in International Studies (3)

Consideration of one or more international problems.

IST 490 - Independent Study (1 to 6)

In depth exploration of an international problem. Individual independent study based on a plan submitted by student. (No more than three hours in any semester.) Refer to College regulations concerning independent study for guidelines.

Intensive English Language

IEL 90 - Structure & Composition (0)

Build and apply knowledge of different types of academic writing and the grammar of academic writing. Complete a variety of academic writing activities, the conventions of researching, drafting, citing, revising, and editing are practiced. Corequisite(s): IEL 91, IEL 92, IEL 93.

IEL 91 - Reading & Vocabulary I (0)

Develop reading skills to be successful in academic courses. Develop academic reading skills by building academic vocabulary, practicing note-taking of academic readings, understanding and answering test questions, and develop critical thinking skills. Corequisite(s): IEL 90, IEL 92, IEL 93.

IEL 92 - Oral Communication I (0)

Learn and practice academic oral communication skills related to speaking and pronunciation. Practice the conventions of communicating in the American university classroom, complete academic speaking tasks and improve pronunciation. Corequisite(s): IEL 90, IEL 91, IEL 93.

IEL 93 - Listening & Note-Taking I (0)

Develop listening skills to be successful in academic courses. Develop academic listening skills by building academic vocabulary, practicing note-taking of academic lectures, understanding and answering test questions, and develop critical thinking skills. Corequisite(s): IEL 90, IEL 91, IEL 92.

IEL 94 - Structure & Composition II (0)

Continue to build and apply knowledge of different types of academic writing and its grammar. Complete a variety of academic writing activities in which the conventions of researching, drafting, citing, revising, and editing are practiced. Prerequisite(s); if any: IEL 90 or placement test. Corequisite(s): IEL 95, IEL 96, IEL 97.

IEL 95 - Reading & Vocabulary II (0)

Continue developing reading skills to be successful in academic courses by building academic vocabulary, practicing note-taking of academic readings, understanding and answering test questions, and develop critical thinking skills. Prerequisite(s); if any: IEL 91 or placement test. Corequisite(s): IEL 94, IEL 96, IEL 97.

IEL 96 - Oral Communication II (0)

Continue to learn and practice academic oral communication skills related to speaking and pronunciation. Continue to practice the conventions of communicating in the American university classroom, complete academic speaking tasks and improve pronunciation. Prerequisite(s); if any: IEL 92 or placement test. Corequisite(s): IEL 94, IEL 95, IEL 97.

IEL 97 - Listening & Note-Taking II (0)

Continue developing listening skills to be successful in academic courses by building academic vocabulary, practicing note-taking of academic lectures, understanding and answering test questions, and develop critical thinking skills. Prerequisite(s); if any: IEL 93 or placement test. Corequisite(s): IEL 94, IEL 95, IEL 96.

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 480 - Coming Together-Caring for Others (1)

This elective course, open to students enrolled in nursing, occupational therapy and physical therapy, allows learners to explore and apply the four Interprofessional Education Collaborative (IPEC) core competencies: values and ethics, roles and responsibilities, communication, team and teamwork. Working under faculty supervision, student IPE teams will gain experience in applying the competencies to a population of community members with a common diagnosis (multiple sclerosis). This course, hybrid in mode of delivery will include both online and face to face content and instruction. Lecture, lab, and online module will be used to emphasize both interprofessional education (IPE) and practice (IPP). Pass/Fail. Meets with IPE 680

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

Japanese

JPN 101 - Beginning Japanese I (3)

This course covers basic Japanese vocabulary, pronunciation, and elementary grammar including narration in the present tense. Students will learn to read hiragana, katakana and some kanji. Aspects of Japanese culture will be discussed.

JPN 102 - Beginning Japanese II (3)

This course is a continuation of JPN 101. Students will continue to acquire basic vocabulary, elementary grammar including narration in the past tense, and reading in hiragana, katakana and kanji. Aspects of Japanese culture will be discussed. Prerequisite(s); if any: JPN 101.

Journalism Studies

CMM 181 - Intro to Mass Communication (3)

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

CMM 188 - Digital Toolkit (3)

This course is the starting point for creating multimedia content. Students will get a hands-on

introduction to the tools and techniques of multimedia production including video, audio, photography and non-linear editing. They'll develop their skills through class assignments and online content management, and they'll use them to create stories. The course involves extensive use of cameras, microphones and editing software.

CMM 261 - Media Writing (3)

While each of us may enjoy speaking or typing our words, in media, the person receiving your words is thinking one thing: What are you trying to tell me? Media Writing helps you think critically about your writing as it relates to different platforms and audiences. You will consider both the content and structure of each composition- from a 140-character Tweet to a 500-word story. More importantly, Media Writing prepares you for the professional world with a focus on judgement, accuracy and fairness.

CMM 261L - Media Writing Lab (1)

The written word serves as the foundation for all mass media production. While CMM 261 examines story structure and the importance for different media platforms, Media Writing Lab underscores the importance of word choice, sentence construction and meaning.

CMM 450 - Fieldwork in Communication and Media (3)

Students will complete an on-site work experience relevant to the Communication and Media major. A minimum of 120-hours must be spent on-site during the semester. Students will also attend weekly one-hour class meetings that focus on career related issues such as resumes, cover letters, portfolios, job searching techniques, networking, interviewing, and negotiation. Prerequisite(s); if any: Instructor Permission Required.

CMM 467 - Communication Law (3)

The First Amendment to the United States Constitution provides individuals and society with cherished rights and protections, including freedom of religion, freedom of speech, and freedom of the press. The history, development, interpretation and application of the First Amendment is explored, as are areas for potential conflicts such as governmental restraint of speech, the right to access places and information, maintaining confidentiality of sources, obscenity, commercial speech, and the rights of a free press versus the right to a fair trial. Communication and media related issues such as libel, privacy, intellectual property and government regulation are also addressed.

JLM 130 - Tangerine Practicum (1)

Participation on the staff of the campus newspaper, the Tangerine. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 133 - UticaTV Practicum (1)

Participation in the staff of UC TV. Weekly class meeting required. Open to all majors. May be taken four times for credit.

JLM 135 - Video Editing Practicum (1)

This class is designed to teach the techniques of non-linear video editing, including motion and effects. The class will focus on technical skills and aesthetic choices. Class meets one day a week and is open to all majors.

JLM 241 - Television Sportscast (3)

Instruction and experience producing and delivering broadcast sports reports on television newscasts. Emphasis on sports writing for broadcast and studio work.

JLM 259 - Broadcast News Writing (3)

Introductory instruction and experience writing news stories for radio and TV. Emphasis on writing anchor copy and field packages including soundbites.

JLM 262 - Information Gathering & Storytelling (3)

Instruction and experience in gathering and reporting news. Emphasis on developing stories in depth, interviewing skills, following a beat. Writing for campus newspaper required. Prerequisite(s); if any: CMM 261 or Permission of Instructor.

JLM 276 - Television Story Production (3)

Techniques and skills needed to produce news, public service announcements, and other programming styles. Emphasis on camera work, field audio recording, and video editing.

JLM 290 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 300 - Select Topics: Journalism (1 to 3)

Topics in various aspects of journalism. May vary from year to year. Prerequisite(s); if any: Permission of the Instructor.

JLM 307 - Documentary Filmmaking (3)

Students will study documentary style and technique and the language of film through screening and discussion of significant documentary films. They will learn how to develop and test their story ideas, do the necessary documentary research, planning, production, scripting, and post-production (editing). Working in teams, students will shoot and edit a 10-12-minute film on a topic of their choosing. Same as FLM 307

JLM 325 - Making Public History (3)

Students will combine research on local topics with hands-on-experience to create professional quality radio, television, and/or online productions, and/or traditional museum exhibits. Projects vary by semester. Same as HIS 325.

JLM 336 - Media Programming Strategies (3)

Theory and practice of broadcast, cable, and Internet program evaluation, selection, and scheduling. Includes decision-making strategies of commercial television, radio, and cable systems, at the network, corporate, and local levels, and non-commercial media. Prerequisite(s); if any: CMM 181 or Permission of Instructor.

JLM 345 - Broadcast Announcing and Presentation (3)

Introduction to various aspects of broadcast presentation including announcing for radio and television, studio interviewing, and on-camera presentation in the field and studio. Emphasis on developing presentation skills for news, public service announcements and commercials. Prerequisite(s); if any: CMM 103.

JLM 362 - Watchdog Reporting (3)

Instruction and experience in reporting politics, police, courts, government, education, environment, and other special topics related to communities. Prerequisite(s); if any: JLM 262.

JLM 363 - Magazine Article Writing (3)

Non-fiction magazine articles and the marketplace today, article ideas and types, query letter writing, networking, copyright, interviewing, search for illustrations, writing styles, and research techniques. Prerequisite(s); if any: ENG 102 or CMM 261 or Permission of Instructor.

JLM 364 - Editing (3)

Skills and techniques required in editorial positions. Copy editing, headline writing, photo selection and editing. Prerequisite(s); if any: CMM 261.

JLM 365 - Information Design (3)

Principles and techniques of design with hands-on experience producing feature newspaper pages, computer-designed newsletters, and web pages. Integrating text photos, art-work and other graphic elements.

JLM 371 - Data and Story (3)

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

JLM 372 - Essentials of News Photography (3)

Use of still cameras to record news events and create feature photos for print media. Discussion of modern photographic methods. Techniques of photojournalism. Students are responsible for regular access to a 35mm film camera.

JLM 373 - Digital Photography & Photoshop Techniques (3)

Use of still cameras, scanners and large manipulation software to produce photographs for print and digital media. Discussion of current photojournalistic practice and techniques.

JLM 374 - Sportswriting (3)

Examines changes in nation's sports pages, methods used to cover community, college, amateur and professional athletics. Students work for area media. Prerequisite(s); if any: CMM 261.

JLM 378 - Television News Field Reporting and Production (3)

Producing news stories for broadcast. Emphasis generating stories, reporting, spot news, interviewing writing to video, production and port-production. Prerequisite(s); if any: JLM 276, or COM 276, or JLM 376 or COM 376.

JLM 381 - Censorship (3)

History and analysis of censorship in the United States. Impact on the press, broadcasting, literature, film, and the fine arts. Prerequisite(s); if any: ENG 102.

JLM 390 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

JLM 400 - Topics in Journalism Studies (1 to 6)

Advanced consideration of selected topics in journalism. May be repeated up to six credit hours provided topics are not the same. Prerequisite(s); if any: CMM 261 or Permission of Instructor.

JLM 401 - Media Ethics in Contemporary Society (3)

Ethical and moral considerations as they apply to media and journalists; acceptable and unacceptable practices of contemporary media. Discussion of various media codes of ethics and their applications. Prerequisite(s); if any: JLM 262.

JLM 461 - Multimedia Web Design (3)

Writing and editing stories for online presentation as well as examination of the theoretical, ethical and legal issues involved in working on the Web. Topics include online story structure, linking strategies, and Web usability and design. Prerequisite(s); if any: JLM 261

JLM 470 - Journalism Studies - Internship (1 to 12)

On-site experience with media. On-site hours determined by credits. Weekly journals and paper required. Course may be repeated up to a total of 12 credits. Prerequisite(s); if any: CMM 261 and JLM 262. Minimum grade of 'C' in each. Permission of Instructor required.

JLM 476 - Producing and Anchoring the News (3)

Plan and execute all facets of producing weekly newscast, including selecting, writing, editing and prioritizing stories. Rotate through roles (anchor, producer, writer, reporter, editor, camera). Programs recorded in Simon studio. Course may be taken twice. Prerequisite(s); if any: JLM 259 and JLM 276 or Permission of Instructor.

JLM 490 - Independent Study (1 to 3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and his or her instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic.

Latin

LAT 101 - Beginning Latin I (3)

Introduction to Latin grammar and syntax with an emphasis on vocabulary building and English derivatives. Reading of simple prose and study of aspects of Roman culture.

LAT 102 - Beginning Latin II (3)

Continuation of LAT 101. Prerequisite(s); if any: LAT 101.

Liberal Studies

LST 210 - Fashioning Identity: Fashion, Society, and the Self (3)

Who decides what we wear? How do ideas of beauty and fashionability reinforce oppressive structures; or, how might fashion allow us to resist the political and social structures within which we live? This course will explore how ideas about apparel, beauty, and power have intertwined in England and America from the Renaissance through the present day. We will begin with representations of fashion in English ballads and on the stage, examine the weaponizing of cosmetics and whiteness in portraits of Elizabeth I, and discuss 17th century ideas about androgyny and fashion in English pamphlet culture. We will then consider the politics of disguise and accessories in the long eighteenth century, the relationship between satire, fashion, and women's writing in this period, and beauty standards in 19th century America. And we'll finally turn to contemporary analyses of fashionable performance and political identity, placing texts by cultural theorists and sociologists alongside fraught garmented performances in politics and popular culture in the twentieth and twenty-first centuries. Our inquiries will allow us to explore the power of garments, disguise, cosmetics, and the beautiful body across texts and visual media from a variety of disciplines and historical moments and think about how these ideas still haunt us today.

LST 259 - The Meaning of Life (3)

This interdisciplinary course will provide students with the opportunity to consider whether and how human life has meaning through the lenses of literature, theology, philosophy, and other disciplines. Students will be expected to undertake a critical evaluation of material from a range of sources and develop a defensible personal position.

LST 500 - Select Topics: Liberal Studies (0 to 3)

Topics in various aspects of Liberal Studies. May vary from year to year.

LST 503 - Graduate Liberal Studies Seminar (1)

Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

SCI 540 - Contemporary Topics in Science (3)

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

Literature

LIT 205 - World Literature to 1650 (3)

May include Greek and Roman epic, lyric, drama, comedy, and pastoral as well as works by Chretien de Troyes, Dante, Cervantes, and others in translation.

LIT 206 - World Literature from 1650 to the Present (3)

A study of world literature from 1650 to the present. This course will highlight the local and global significance of texts written by global writers, and analyze the cross-cultural and intertextual connections among these works.

LIT 334 - Greek & Roman Mythology (3)

A study of those myths which have had significant influence on later literature and art. Readings in translation selected from the great authors of antiquity. Prerequisite(s); if any: ENG 102.

LIT 347 - Women and Literature (3)

This course examines evolving representations of women and gender in literature, emphasizing critical interpretations of gender, gender roles, authorship, and power dynamics in various cultures, societies, and historical periods.

LIT 356 - From Fairy Tale to Modern Fantasy (3)

Study of the fairy tale from its Romantic European forms to modern British and American developments. Readings include: Grimm, Anderson, E.T.A. Hoffmann, MacDonald, Tolkien, LeGuin. Prerequisite(s); if any: ENG 102.

LIT 358 - Postcolonial Literatures (3)

Literature depicting experiences with colonialism and imperialism written by authors from formerly colonized nations. This course offers an opportunity to study the central concepts, questions, and debates in postcolonial studies in order to understand postcolonial and anticolonial literature as both literary genres and historical markers. We will examine literary forms and techniques alongside the depictions of nationalism, migration, and identity categories (including, but not limited to race, ethnicity, and gender) as we seek to understand the relationships between individuals and colonial power structures as they are depicted in literature.

LIT 373 - The Novel (3)

Historical development of the novel in either the British, American, or Western literary tradition. Topics include point of view, narrative voice and technique, idea and form, and character. Same as ENG 373. Prerequisite(s); if any: ENG 102.

LIT 394 - Queer Literature (3)

Literature related to the LGBTQ2IA+ community across multiple genres, including texts that may range from antiquity to the present, emphasizing the development of a queer literary tradition, its political aspects, and its relationship to the broader literary marketplace. Same as ENG 394.

LIT 400 - Topics in World Literature (3)

Concentrated study - primarily in translation - of genres, masterpieces, movements, periods, or themes. Topics will vary from term to term. Prerequisite(s); if any: ENG 102.

Marketing

MKT 211 - Principles of Marketing (3)

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

MKT 225 - Digital Marketing (3)

Digital Marketing integrates traditional marketing with the digital elements of online marketing to promote a brand's products and services. The course explores digital advertising, branding, brand identity, email, mobile messaging, social media, influencers, promotional content and search (website structure, content, and optimization). Students learn about career opportunities, ethics, public relations, and digital marketing strategies for developing successful

campaigns. Prerequisite(s); if any: MKT 211, PRL 182, or SPM 211.

MKT 300 - Select Topics: Marketing (1 to 3)

Topics in various aspects of Marketing. May vary from year to year.

MKT 315 - Consumer Behavior (3)

Needs and behaviors of consumers; relationship of consumers with organizations, and how consumers make decisions regarding products and services.

MKT 326 - Brand Identity (3)

A strong visual brand identity helps communicate and differentiate an organization's core products and services among its competition. A brand is a system of tangible items that fuel the recognition of that brand. This course will investigate how effective visual communication is developed using graphic design principles and theory. The course uses graphic design software to explore and reinforce the elements of good brand identity.

MKT 372 - Tools, Tactics, and Channels (3)

This course explores the various tools, tactics, and channels of communication, their strengths and weaknesses, how to measure their effectiveness, and the legal and ethical aspects of marketing and public relations communication efforts. Same as PRL 372. Prerequisite(s); if any: SPM 211, MKT 211, or PRL 182.

MKT 373 - Web Search and Analytics (3)

Web Search and Analytics covers the fundamentals of effective website structure and search engine optimization including technical on-page SEO, website usability, keyword research, backlinking options, and content strategy. Google Console and Google-based analytics tools are used for SEO reporting and website analytics. Students apply their knowledge of SEO and analytics using the Google Merchandise Store demo eCommerce website. Students will complete Google Analytics for Beginners certification.

MKT 375 - Research Methods and Metrics (3)

This course includes research principles and techniques, primary data gathering and analysis, and presentation of findings. Students will conduct marketing, media, or public opinion research. Junior-level standing. Same as PRL 375. Prerequisite(s); if any: PRL 182, MKT 211, or SPM 211.

MKT 380 - Digital Advertising (3)

Digital Advertising expands traditional marketing advertising using online channels, such as websites, streaming content, and more. Digital ads span media formats, including text, image, audio, and video. Students learn how to achieve a variety of business goals across the marketing funnel, ranging from brand awareness to customer engagement, to launching new products and driving repeat sales. Students will complete Google4 Analytics for Beginners certification.

MKT 400 - Advanced Topics (3)

MKT 401 - Retail Marketing (3)

An overview of retail marketing at the operational level. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 412 - Sales Management and Personal Selling (3)

Planning, organizing, supervising, training, and administrative functions of sales force. Basic theories of inter-personal relationships, communication organization. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 415 - International Marketing (3)

In-depth exploration of marketing practices. Focus on managerial and operational problems of world enterprise with emphasis on the ethnic and cultural differences influencing marketing strategy. Prerequisite(s); if any: MGT 201 and MKT 211.

MKT 470 - Marketing Internship (1 to 12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Course may be repeated up to a total of 12 credits. Same as ACC 470, ECN 470, FIN 470, MGT 470, RMI 470, SPM 470 Pass/Fail Prerequisite(s); if any: Pemrission of Instructor

MKT 481 - Marketing Management (3)

A study of the broad aspects of distribution on a decision- making level. Analysis and forecasting of demand, structure of distribution, selection of channels of distribution, and promotional procedure are some of the topics covered. Prerequisite(s); if any: MKT 372 and MKT 375.

Mathematics

MAT 100 - Basic Mathematics (1 to 2)

Review of arithmetic and algebra: number systems, operation with signed numbers, fractions, decimals and percents, exponents, operations with algebraic expressions, factoring, linear equations, solutions of word problems. Two credits during regular semesters and one credit during Summer Institute. Prerequisite(s); if any: Admission by Mathematics Placement Test.

MAT 107 - Excursions in Mathematics (3)

Basic principles and techniques of mathematics. May include theory of sets, logic, number theory, geometry, probability and statistics, consumer mathematics. Emphasis on unity of thought and consistency of approach to problem solving. History and relevance of mathematics for growth of civilizations. Prerequisite(s); if any: MAT 100, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or Permission of Instructor.

MAT 112 - Basic Statistics (3)

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

MAT 124 - Intermediate Algebra (3)

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

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

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

MAT 144 - Mathematical Analysis for Business & Economics II (3)

Continuation of Mathematics 143. Topics include functions in business and economics, fundamentals of differential and integral calculus with selected applications. Prerequisite(s); if any: MAT 143.

MAT 147 - Mathematics for Cyber Security (3)

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

MAT 151 - Pre-Calculus (3)

Elementary functions and their graphs including polynomial, rational, exponential, logarithmic and trigonometric functions, quadratic curves, and introduction to analytic geometry. Prerequisite(s); if any: MAT 124, or satisfactory performance in Mathematics Placement Test administered by mathematics department, or permission of instructor.

MAT 201 - Calculus I (3)

Review of analytic geometry and trigonometric functions. Limits, derivatives, maxima and minima, related rates, graphs, differentials, mean value theorem. . Prerequisite(s); if any: MAT 151 or satisfactory performance in mathematics placement test administered by mathematics department, or permission of instructor.

MAT 202 - Calculus II (3)

Indefinite integration, definite integrals and applications; logarithmic, exponential, hyperbolic functions and their inverses, l'Hopital's rules; improper integrals and methods of integration. Prerequisite(s); if any: MAT 201.

MAT 243 - Introduction to Financial Mathematics (3)

This course will investigate the mathematics underlying the following topics: Interest Accumulation and Time Value of Money, Annuities, Spot Rates, Forward Rates, Term Structure, Rates of Return, Loans, Costs of Borrowing, and Bonds. Focus will be given to particular applications, especially those relevant to actuarial examinations P and FM. Prerequisite(s); if any: MAT 202

MAT 300 - Select Topics: Mathematics (1 to 3)

Topics in various aspects of Mathematics. May vary from year to year.

MAT 301 - Calculus III (3)

Vectors, parametric equations, polar coordinates, infinite series, elementary differential equations. Prerequisite(s); if any: MAT 202.

MAT 302 - Calculus IV (3)

Analytic geometry of three dimensions, functions of more than one variable, partial differentiation, multiple integrals, line and surface integrals. Prerequisite(s); if any: MAT 301.

MAT 303 - History of Mathematics (3)

Study of mathematical concepts in historical perspective lives, character, and contributions of the mathematicians and the relation of mathematics to other sciences. Prerequisite(s); if any: MAT 201 or permission of instructor.

MAT 305 - Fundamental Structures of Mathematics (3)

Logic, sets, relations, functions, cardinal numbers, algebraic systems. Emphasis on concepts and methods of proof. Prerequisite(s); if any: MAT 202 or permission of instructor.

MAT 313 - Mathematics: A Heuristic Approach (3)

Historical and developmental perspectives. Problem solving and pattern recognition. Motivational techniques. Practical applications, emphasis on knowledge and understanding of subject matter. Diagnostic tools to detect and correct common misconceptions. Assessment and statistical interpretation of errors. Prerequisite(s); if any: MAT 202 or permission of instructor.

MAT 317 - Ordinary Differential Equations (3)

First and second order differential equations, linear equations of higher order, power series solutions. Existence of solutions. Systems of differential equations. Application of differential equations. Prerequisite(s); if any: MAT 301.

MAT 321 - Probability & Statistics (3)

Mathematical models of random experiments, discrete and continuous random variables. Bivariate and multivariate distributions. Prerequisite(s); if any: MAT 301.

MAT 322 - Mathematical Statistics (3)

Random sampling, The Central Limit Theorem, estimation of parameters, confidence intervals, tests of hypotheses, least squares, regression, and contingency tables. Prerequisite(s); if any: MAT 321.

MAT 331 - Linear Algebra (3)

An introduction to systems of linear equations, vector and matrix algebra, vector spaces and subspaces, span and linear independence, basis and dimension, eigenvalues and eigenvectors, and applications that utilize computer algebra systems. Prerequisite(s); if any: MAT 151 or MAT 201.

MAT 334 - Introduction to Abstract Algebra (3)

Elementary theory of groups, rings, domains, and fields, including the integers and polynomial rings and their applications. Quaternians and the Cayley numbers. Prerequisite(s); if any: MAT 305 with grade of C or better, or Permission of Instructor.

MAT 341 - Number Theory (3)

Topics include prime numbers, greatest common divisors, congruences, Wilson's, Fermat's and Euler's Theorems, polynomial congruences, perfect numbers, primitive roots, indices, quadratic residues, Legendre symbol, quadratic reciprocity law. Prerequisite(s); if any: MAT 305 or Permission of Instruct.

MAT 351 - Euclidean & Non-Euclidean Geometries (3)

Euclidean geometry examined as a system of carefully formulated axioms, precise definitions, and rigorous proofs of theorems in plane and solid geometry. Additional topics may include history, foundation, and application of non-Euclidean geometries. Prerequisite(s); if any: MAT 151 or MAT 201.

MAT 390 - Independent Study (1 to 3)

Independent Study (1-3) IR

MAT 400 - Topics in Higher Mathematics (3)

In-depth discussion of current problems and developments in particular branch of mathematics. Content may vary according to specialty of instructor. May be repeated once. Prerequisite(s); if any: Permission of Instructor required.

MAT 401 - Real Analysis I (3)

Foundations of the real number system, functions and sequences, limits, continuity and differentiability. Prerequisite(s); if any: MAT 302 and MAT 305 or Permission of Instructor.

MAT 402 - Real Analysis II (3)

Integration, series, uniform convergence. Additional topics may include: transformations in Euclidean spaces, Fourier series, metric spaces and principles of general topology. Prerequisite(s); if any: MAT 401.

MAT 413 - Mathematics: A Heuristic Approach: Practicum (4)

Students apply the principles learned in MAT 313 in a MAT 100 classroom, participating in planning, preparation, presentation, and assessment. Discussion and analysis. Daily journal required. Prerequisite(s); if any: MAT 313. By invitation only.

MAT 484 - Complex Variables (3)

Analytic functions. Harmonic functions. Cauchy's Theorem, Cauchy Integral formula, series representations of analytic functions, calculus of residues, conformal mappings, applications. Prerequisite(s); if any: MAT 401.

MAT 486 - Numerical Analysis I (3)

Iteration, interpolation, and approximation. Numerical solutions of equations and systems of equations. Numerical differentiation and integration. Prerequisite(s); if any: MAT 302 and CSC 101, or Permission of Instructor.

MAT 487 - Numerical Analysis II (3)

Difference equations. Numerical solutions of differential equations. Approximations by spline functions. Least squares approximation. Prerequisite(s); if any: MAT 486.

MAT 490 - Independent Study (1 to 3)

Independent Study (1-3) IR

MAT 500 - Select Topics: Mathematics (3)

Topics in various aspects of mathematics. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

MAT 503 - History of Mathematics (3)

Origin of numbers and changing views of mathematics, pre-civilization through the early twentieth century.

MAT 505 - Problem Solving in Mathematics (3)

Principles of problem solving, mathematical thinking and mathematical reasoning, deductive and inductive reasoning, mathematical induction, solutions of recurrence relations. Detecting mathematical fallacies and flaws. Modeling problems, psychological strategies for overcoming math anxiety.

MAT 517 - Early Childhood/Elementary Education: Mathematics (3)

Basic mathematical concepts. Mathematics standards, math phobia. Internet resources, Word, Excel, Power Point.

MAT 535 - Contemporary Mathematics (3)

Mathematics relevant to business, politics, history and the social sciences. Realistic approach to problem solving.

MAT 551 - Classical and Modern Geometry (3)

Geometric structures. Formal geometries and models. Theoretical development of geometric concepts. Geometric constructions. Locus of points. Conic sections. Fractal geometry. Geometry in nature and real life. Discovering geometry by technology.

MAT 590 - Independent Study (1 to 6)

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

Military Science

MSL 101 - Leadership & Development (0, 1)

Basic drill and ceremonies, physical conditioning, land navigation, first aid, leadership techniques, weapons familiarizations, and small-unit tactics.

MSL 102 - Foundations of the US Army (1)

Leadership fundamentals such as goal setting, problem solving, leadership attributes, and core values.

MSL 201 - Innovative Team Leadership (0, 1)

Developing leadership strategies and styles by examining team dynamics and leadership theories.

MSL 202 - Leadership & Problem Solving (1)

Examines challenges of leading teams; exploring the dynamics of adaptive leadership, practice/assess own leadership and communication styles.

MSL 301 - Leading Small Organizations (0, 1)

This course is designed to teach small unit leadership and introduce students to the planning process and Army operations.

MSL 302 - Advanced Leadership (1)

Junior and senior level courses expanding on basic subject areas. This includes leadership and management development: command, control, staff operations, planning and organizing.

MSL 401 - Mil Professionalism & Ethics (0, 1)

How Army values and leader ethics are applied and how they are relevant to everyday life.

MST 402 - Advanced Leadership Course and Leadership Laboratory (0, 2)

Junior and senior level courses which expand on basic subject areas. Leadership and management development, with classes on command, control, staff operations, planning, and organizing. Taught in each semester of the Advanced Course (last two years) of the curriculum.

Music

MUS 110 - Choir (1)

The study, rehearsal, and performance of choral music. Three hours of rehearsal a week. May be taken four times for credit.

MUS 115 - Introduction to Music (3)

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

MUS 120 - Utica University Concert Band (1)

Study, rehearsal, and performance of music for band and, as instrumentation permits, stage band as well. Three hours of rehearsal a week. May be taken four times for credit.

MUS 130 - Beginning African Drumming (1)

Basic hand drumming techniques: (tone, bass slap, muffle), and their application to the rhythms from different parts of Africa. Ewe people and culture, ensemble playing, call and response, improvisation. May be taken up to three times for credit.

MUS 150 - Applied Music: Beginning Instrumental Instruction (1)

Solo instrumental instruction. Students may take a combination of MUS 150 and MUS 160 a total of six times for credit.

MUS 160 - Applied Music: Advanced Instrumental Instruction (1)

Advanced solo instruction in instrumental music. A combination of MUS 150 and MUS 160 may be taken a maximum of six times for credit. Prerequisite(s); if any: MUS 150 and audition or Permission of Instructor.

MUS 170 - Applied Music: Beginning Voice Instruction (1)

Solo voice instruction. May be repeated four times for credit.

MUS 180 - Applied Music: Advanced Voice Instruction (1)

Individual vocal instruction of advanced scope and difficulty. Combination of MUS 170 and MUS 180 may be taken six times for credit. Prerequisite(s); if any: MUS 170 plus audition or permission of instructor.

MUS 200 - Topics in Music: Beginning Drumming (1)

MUS 230 - Instrumental Ensemble (1)

Techniques of instrumental performance and styles through listening, discussion, and performance. Experience required in particular genre offered. Audition may be required.

MUS 245 - History of Music I (3)

Survey of Western music from its Greek origins through the Baroque period, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 246 - History of Music II (3)

Survey of Western music from the latter part of the Baroque period to the present, emphasizing the development of styles and forms and the relationships between music and the other arts and their times.

MUS 250 - Intermediate Group Instruction: Instrumental (1)

Group instruction in specific instruments. Topics will vary from semester to semester. May be repeated for credit three times provided instrument is not the same.

MUS 260 - String Ensemble (1)

Study, rehearsal, and performance of music for string ensemble. May be taken four times for credit.

MUS 300 - Select Topics: Music (1 to 3)

Topics in various aspects of Music. May vary from year to year.

MUS 325 - History of Contemporary Music - Jazz (3)

Jazz styles, forms, history, literature, cultural influences, musical structure, and prominent performers.

MUS 326 - History of Contemporary Music - Hip Hop (3)

Hip Hop forms, contributors, political and historical contexts, and outstanding musical performers. Hip Hop's pre-history, early history, structure and culture, genres, and personalities, and its impacts on the music we listen to today.

MUS 327 - World Music (3)

Explore music from an array of cultural communities through the lens of sound, setting, and significance. Students will examine case studies, interact with on campus cultural associations, view live and pre-recorded performances of diverse cultural style, and experience firsthand the community music making process.

MUS 328 - History of Contemporary Music- Rock (3)

American music through a study of the contributions of various ethnic groups, folk and art sources, leaders in composition, and outstanding musical performers.

MUS 340 - Portfolio Workshop (1)

Students will participate in a professor-approved creative pursuit outside of class and show what they achieved in a manner appropriate to their discipline in the continuing development of their portfolio. Class time will be spent on portfolio development. May be repeated to a maximum of 4 credits. Instructor Permission required. FIA 340,THE 340, FLM 340, HUM 340

Neuroscience

NEU 420 - Short Course in Neuroscience (1)

Examination of neuroscience not covered extensively in another course. The format could include lectures, discussions, laboratory exercises, field work, or any combination of these. Students may take up to three times for upper-level neuroscience elective credits if topics differ. Prerequisite(s); if any: BIO 211, BIO 212, and BIO 232 or Permission of Instructor.

NEU 450 - Senior Research (3)

Students conduct original research on a subject in neuroscience based on proposals generated in Psychology 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231, BIO 232, or PSY 312; junior or senior standing; and Permission of Instructor.

NEU 495 - Senior Seminar (3)

Critical analysis of current research by reading literature in the field of neuroscience to foster a more comprehensive understanding of the field. Integrates previous learning in small group settings.

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 337 - Care of the Human Spirit (3)

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

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 356 - Introduction to NCLEX-RN Test-Taking Strategies (1)

This course will assist students in beginning to prepare for the NCLEX-RN style questions. The course

focuses on developing critical thinking and application techniques in answering NCLEX style questions.

NUR 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 435 - Nursing Care of the Adult II (0 to 3)

Identification of physiological and psychological stressors that affect patient behavior. Interference with oxygenation, elimination, nutrition, endocrine and neurologic systems, sexuality and reproduction in relation to maturation of individual and family. Lab component relates classroom theory to nursing practice. Prerequisite(s); if any: All 300-level required clinical nursing courses. Corequisite(s): NUR375C

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

The nurse client relationship and therapeutic communication techniques as they relate to those with

mental health considerations. Neurobiological processes and therapeutic techniques.

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 447 - Childrearing Family Nursing (0 to 3)

The nurse's role in preparing children and families for maturational stressors and assisting in coping with alterations in health status: perinatal complications; well- child health promotion; and childhood illness. Includes laboratory. . Prerequisite(s); if any: all 3000-level required nursing courses. Corequisite(s): NUR 447 Clinical.

NUR 455 - NCLEX-RN: Test Taking Strategies (1)

This course will assist students and graduates in preparing for the NCLEX-RN examination. The course focuses on the NCLEX-RN test plan to develop and refine test-taking strategies to perform well on the NCLEX-RN examination upon graduation.

NUR 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 472 - Trends and Issues in Professional Nursing (2)

Issues past and present as they impact on practice of professional nursing. Topics may include historical development of nursing profession; legal responsibility; ethical issues; image of nursing; role of nurse as political advocate; and development of professional role.

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

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

NUR 474 - Community Health Nursing (0 to 3)

Community resources for effective adaptation of community as a whole to stressors affecting health. Teaching primary, secondary, and tertiary prevention. Prerequisite(s); if any: NUR 435, NUR 447, except for RN-BS program. Corequisite(s): Nursing 474C.

NUR 475 - Nursing Management in the Community (1 to 5)

Emphasizes role of nurse manager in community. Students develop basic theoretical knowledge of concepts of management. Prerequisite(s); if any: NUR

435, NUR 447, except for RN-BS program. Corequisite(s): Nursing 475C.

NUR 478 - Critical Care Nursing (0 to 3)

Care of patients, families, groups, and communities undergoing multiple stressors. Cardiopulmonary surgery, neurosurgery, multiple trauma, and complex health problems emphasizing biopsychosocial adaptation. Includes laboratory. Prerequisite(s); if any: NUR 435. Corequisite(s): Nursing 478C.

NUR 490 - Independent Study (1 to 3)

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

Nutrition

NTR 101 - Nutrition and You (1)

Have you ever wondered what it would be like to be a nutrition profession? This course will introduce you to the different options and career paths as a nutrition professional. We will help you build your academic pathway to achieve your career goals, as well as help you to understand how to succeed in a nutrition major.

NTR 303 - Food Service and Nutrition Service Management and Policy (4)

This course is an overview of the management practices utilized to direct, operate and control food services. Students will gain an understanding of volume food production and service through a series of problem-based learning activities designed to learn the relationship between quality food production and public policy. Through an emphasis on group work, practical case studies, and an applied field practicum, students will become familiar with the techniques food servce managers utilize to conrtrol human and fiancial resources required for the operation of a successful foodservice.

NTR 304 - Lifespan Nutrition and Diet Modification (4)

An advanced course that addresses the variation in nutritional needs at specific stages of the human life cycle: pregnancy, lactation, infancy, childhood, adolescence, adulthood and elders. The content will address the most common nutritional concerns, their relationship to food choices and health status and strategies to enhance wellbeing at each stage of the lifecycle. Diet modification to meet particular nutritional needs will be covered. Prerequisite(s); if any: BIO 205

NTR 306 - Nutrition Care Process and Documentation (4)

Students will learn the principles and methods of the Nutrition Care Process including assessment, diagnosis, identification and implementation of interventions and strategies for monitoring, counseling, and documentation through the use of case studies. Prerequisite(s); if any: BIO 205

NTR 307 - Counseling in Nutrition (4)

This course is designed for you to become proficient in the basic skills and techniques required for conducting successful interviews and counseling sessions as related to the field of nutrition and dietetics. Prerequisite(s); if any: BIO 205.

NTR 324 - Medical Nutrition Therapy and Counseling (4)

Students will learn the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring, counseling, and evaluation. Using these skills, student will apply nutrition principles in the dietary treatment of certain organic, functional, and metabolic diseases. Prerequisite(s); if any: BIO 205.

NTR 403 - Nutritional Biochemistry (3)

This course will focus on the fundamental principles of digestion, absorption, transport of macromolecules and nutrients and on the major pathways and regulation of nutrient metabolism. Students will also analyze current literature in nutritional biochemistry to learn research methodology in the field. Prerequisite(s); if any: BIO 211 and CHE 211.

NTR 404 - Advanced Medical Nutrition Therapy and Counseling (4)

Students will learn the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. Using these skills, students will apply nutrition principles in the dietary treatment of certain organic, functional, and metabolic diseases. Prerequisite(s); if any: BIO 205.

NTR 434 - Sustainable Food Systems (1)

The course will cover the basics of the biology of food, learning what makes whole foods nutritious. We will then explore the many ways in which food is produced and transported to consumers, and the local to global consequences of these various production models on both human and environmental health. Students will also critically analyze a portion of the scientific literature related to food and nutrition. Prerequisite(s); if any: BIO 232 or ANT 312.

NTR 450 - Nutrition Capstone Experience: Research in Nutrition (3)

Supervised independent research at approved facilities. Students should consider a two-semester committment as recommended. Applications must be submitted the semester prior to starting date. This course may be repeated once for credit. Prerequisite(s); if any: Instructor approval required.

NTR 453 - Nutrition Capstone Experience: Study Abroad in Nutrition (3)

This course offers students the opportunity to use the knowledge acquired throughout the nutrition major to explore specific goals and interests in a unique way. Specific areas could include global nutrition issues, food sanitation and safety, food policy, public health, or food supply sustainability. May be repeated once for credit. Prerequisite(s); if any: Instructor approval required.

NTR 491 - Professional Experience (1-12)

Students will develop and practice both knowledge and skills at the entry-level for a dietetics professional under the supervision of a qualified professional. Prerequisite(s); if any: Instructor approval required.

NTR 492 - Professional Experience: Internship II (12)

Students will develop and practice both knowledge and skills at the entry-level for a dietetics professional under the supervision of a qualified professional. Prerequisite(s); if any: Instructor approval required.

NTR 495 - Nutrition Capstone Experience: Senior Seminar in Nutrition (3)

Students will critically analyze primary literature and integrate diverse disciplines to foster a more comprehensive understanding of issues in nutrition. Prerequisite(s); if any: Instructor approval required.

Occupational Therapy

OCT 500 - Select Topics: Health (1 to 3)

Topics relevant and timely to the provision of services aimed at promoting health and enhancing quality of life.

OCT 505 - Theoretical Basis of Occupational Therapy (3)

Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major. Open only to students in the professional phase of the occupational therapy major.

OCT 506 - Human Occupations (3)

Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 - Documentation in Practice (1)

The focus of this course will be on terminology, format, and guidelines for documentation of occupational therapy services. Corequisite(s): OCT 548 and OCT 549.

OCT 525 - Fundamentals of Transformative Learning (2)

Students will learn the principles of transformative learning in order to apply them to their educational experiences within the occupational therapy program. Students will be provided with an overview of evidence-based practice and research traditions within occupational therapy so that such evidence can be integrated into those transformative learning experiences. Corequisite(s): OCT 573.

OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)

Case-informed discussion related to the role of occupational therapy with adolescents and adults. Open only to students in the professional phase of the occupational therapy major. Corequisite(s): OCT 571

OCT 527 - Case-Informed Discussion: Adults (2)

Case-informed discussion to the role of occupational therapy with adults. Corequisite(s): OCT 572

OCT 543 - Fieldwork Level IA Prep (0)

Students will gain knowledge and skills in preparation for their first level I experience.

OCT 548 - Foundations of Occupational Therapy Research (1)

Overview of evidence-based practice and research traditions within occupational therapy and associated disciplines.

OCT 549 - Research Seminar I (1)

Students will gain proficiency in basic research skills including proposal development and data collection. Corequisite(s): OCT 548

OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)

Experimental learning in community agencies; development and application of foundational skills; observation, interpersonal communication, advocacy, cultural competency, reflective practice, ethics. Includes 20 hours of fieldwork.

OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)

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

OCT 553 - Fieldwork Level IA (1)

Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 561 - Professional Roles: Development (3)

Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 567 - Fieldwork Level IIA Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience.

OCT 568 - Occupational Therapy Research Analysis and Integration (2)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 525. Corequisite(s): OCT 549.

OCT 571 - Occupational Performance: Adolescents and Young Adults (0, 4)

Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention. Corequisite(s): OCT 526

OCT 572 - Occupational Performance: Adults (0, 4)

Role of occupational therapy with adults older than 40 years of age; evaluation and intervention. Co-requisiste: OCT 527.

OCT 573 - Fundamentals of Occupational Therapy Practice I (2)

Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation.

OCT 574 - Fundamentals of Occupational Therapy II (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with a variety of clients within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to advanced intervention approaches. Competency in basic skills is assured in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 573

Performing and Fine Arts

FIA 115 - Introduction to Art (3)

Experiencing and understanding art through the study of elements, techniques, styles and ideas.

FIA 123 - Exploring Acrylic Mediums (1)

Students are introduced to the application of acrylic mediums for the purpose of making two-dimension art. The properties of acrylic mediums and paints are also explored. Using these versatile mediums, students will create unique textures, layers, and image transfers for use in painting and mixed media art practices, and will be introduced to a variety of painting tools including brushes and painting knives.

FIA 124 - Introduction to Book Arts (1)

Students are introduced to the structural and conceptual components of book arts and will explore the book as a complete art project that integrates content and form through narratives and sequential picture planes. Two types of book structures will be created and students will complete the course by transforming one of these books into a completed work of art by filling it with artistic content appropriate to its form.

FIA 151 - General Drawing (3)

Introduction to the principles and practices of drawing. Lecture periods, class discussions, demonstrations, research assignments and studio assignments.

FIA 200 - Select Topics: Art (1 to 3)

Topics in various aspects of fine arts. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

FIA 245 - Early Art History: Ancient Through Medieval (3)

Art from pre-history to medieval times. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 246 - History of Art II (3)

Proto-Renaissance to the present. Placement and continuous development of style, purpose and iconography of major art objects and monuments.

FIA 251 - General Drawing II (3)

Emphasis on interpretive relationship between the student and his/her work. Encourages student to explore subject matter from a conceptual point of view, experimenting with a variety of materials and techniques. Prerequisite(s); if any: FIA 151.

FIA 300 - Topics in Studio Art (1 to 3)

Exploring personal visual language through various formats/media. May be repeated for credit, provided topics are not the same.

FIA 300LX - Art Studio Siena Lab (0)

Use drawing, painting and photography techniques to study fine art studio practices and art history in Siena, Italy and spend a weekend in Venice to see the contemporary art fair, the Venice Biennale. Prerequisite(s); if any: Permission of Instructor required.

FIA 333 - Landscape Painting (3)

This hands-on studio course is designed to allow you to express yourself through landscape painting by giving you a basic knowledge of painting techniques and concepts while encouraging you to develop your own personal abilities and style as you create your own original works of art. In addition to creating your own landscapes, we will examine different approaches to painting the natural and human built environment by critically viewing landscape paintings done by a variety of artists, artistic periods and styles. Our goal is to encourage you to create your own individual approach to art.

FIA 340 - Portfolio Workshop (1)

Students will participate in a professor-approved creative pursuit outside of class and show what they achieved in a manner appropriate to their discipline in the continuing development of their portfolio. Class time will be spent on portfolio development. May be repeated to a maximum of 4 credits. Instructor Permission required. THE 340, MUS 340, FLM 340, HUM 340

FIA 344S - Creative Expression (3)

Examination and use of common images/ symbols/devices used in the visual arts. Projects emphasize exploring, using, and making personal images and symbols.

FIA 351S - Advanced Drawing (3)

Refinement of drawing skills to include still life, landscape, cityscape, and the objects that occupy these spaces. Methods to develop fantasy, narrative, and traditional finished drawings. Prerequisite(s); if any: Permission of Instructor required.

FIA 400 - Studies in Art History (3)

Intensive study in a single period, school, or aesthetic. Topics will vary from term to term. May be repeated for credit, provided topics are not the same. Prerequisite(s); if any: Permission of Instructor required.

FIA 423 - Art Theft and Art Fraud (3)

Who steals art? How are artworks faked and museums fooled? Case files will be used to discuss historical and current cases that illustrate the annual loss of over $6 billion of our civilization's cultural treasures.

FIA 490 - Independent Study (1 to 3)

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

Philosophy

PHI 101 - Critical Thinking (3)

Skills needed to read and write critically. The different kinds of arguments and their relative weaknesses and strengths, strategies for arguing well and spotting and avoiding common fallacies will all be covered.

PHI 103 - Problems in Philosophy (3)

A critical study of the problems that have inspired philosophers and the solutions they have found. Subjects tackled include human nature, ethics, and the nature of knowledge.

PHI 104 - Philosophy of Religion (3)

Examination of some of the philosophical issues raised by religion. Arguments for and against the existence of God, the nature and role of religious experience, the connection between ethics and religion and the language we use to talk about religion.

PHI 107 - Ethics (3)

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

of ethical theories, the nature of moral judgment, and moral evaluation.

PHI 108 - Professional Ethics (3)

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

PHI 110 - Introduction to Political Theory (3)

This course provides an introduction to political theory, a field of study which engages the history of political thought in an attempt to answer the normative question, "What do we want our political world to be?" Political theory exists at the intersection of philosophy and political science, bringing philosophical tools to bear on political questions: What is justice? What is freedom? What is equality? What is power? When do people or institutions wield power legitimately? When and how may people resist the exercise of power? Students will read primary sources in political theory, reconstruct the arguments that these texts advance, analyze, and critique these arguments. These activities will develop the tools with which students can address political questions responsibly, and so will set them up to practice critical thinking skills both in their classes and as citizens. Same as POL 110.

PHI 200 - Great Philosophers (3)

An introduction to the major theories of a few selected great philosophers from the classical, modern, and contemporary periods. Selection of philosophers subject to change periodically. May be repeated once.

PHI 205 - History of Ancient Philosophy (3)

A study of the development of philosophy from the period of Ancient Greece to the beginning of the Christian era through the analysis of selected problems and theories.

PHI 206 - History of Modern Philosophy (3)

A study of the history of philosophy from the Renaissance to the present through an analysis of selected problems and theories.

PHI 221 - Scientific Method (3)

Basic theoretical principles of modern scientific method including: explanation, deduction, induction, analogy, facts, hypotheses, mathematical truth, probability, causality, and determination.

PHI 225 - Eastern Thought and Culture: Buddhism (3)

Buddhism's role as the most significant culture-shaping factor in Asian history. Focuses on philosophical side of Buddhism as well as impact of these ideas in shaping Asian societies.

PHI 226 - Eastern Thought and Culture: Confucianism (3)

Introduces basic philosophical ideas of Confucianism and explores Confucianism's multifaceted and complex impact on Chinese, Japanese, and Korean societies.

PHI 300 - Contemporary Philosophy (3)

A critical and comparative study of important philosophical contributions within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite(s); if any: Permission of Instructor.

PHI 304 - Evolution and its Discontents (3)

An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 305 - Ethical Issues in Contemporary Science and Technology (3)

Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological

changes have affected our conception of human beings.

PHI 315 - The Nature and Value of Truth (3)

What is truth? Is truth objective or relative? Is truth valuable, and, if so, in what way is it valuable? Should we always speak and believe the truth? Can we always know what's true? Does free speech promote truth and knowledge? What is the role of truth in the good life, and the good society? This course examines these key epistemological questions (and more) about the relationships between truth, knowledge, and belief and their social and political importance, and in the process explores central historical and contemporary philosophical works on these topics.

PHI 316 - Metaphysics (3)

This course examines foundational questions about existence, truth, and reality. For example: What does it mean to exist? What are the fundamental components of reality? What is the self? What state of affairs must hold for someone to be true? Do we persist through time? What is causality? Do we have free will?

PHI 317 - Theories of Art (3)

Introduction to aesthetic theories from Plato to the present. Prerequisite(s); if any: Permission of Instructor.

PHI 325 - Medieval Philosophy (3)

A critical study of the major philosophical problems of medieval philosophers from Plotinus to William of Ockham. Emphasis on such problems as the relation of faith and reason, God and creation, knowledge and science, realism and nominalism.

PHI 335 - Philosophy of Law (3)

The writings of both classical and contemporary legal philosophers are studied. Issues examined include: What is law? What is the relationship between legal and moral obligations? Is imprisonment justifiable?

PHI 345 - Political Ethics (3)

A critical study of problems and theories in social philosophy from Classical Greek thought to the present.

PHI 346 - Philosophy of Sport (3)

Philosophy of Sport examines questions about the nature and value of sport. In doing so, it explores how key philosophical themes such as meaning, identity, morality, freedom, justice, and reality play out in sport. Examples of issues discussed include what sport is, and what distinguishes it from other activities; the nature of rules and their application in sports; the identity of sports teams over time; whether players have a duty to play fair; the ethics of technological enhancement; equality of opportunity and competition; and the relationship between sport and art.

PHI 355 - African American Political Philosophy (3)

African American Political Philosophy provides students with crucial methods for philosophical investigation into the nature of our core political ideals: justice, equality, and freedom. This course seeks to examine these ideals by locating racial injustice and racial inequality in its historical context.

PHI 365 - Theories of Value (3)

A critical examination of philosophic theories purporting to deal with the nature of value in general, the nature of evaluative or normative criteria, and the manner in which the latter are determined. Prerequisite(s); if any: Permission of Instructor.

PHI 375 - Symbolic Logic (3)

A study devoted to the construction of systems of logic, formal systems of proof, and their application to various subject matters. Prerequisite(s); if any: PHI 101 or Permission of Instructor.

PHI 385 - Healthcare Ethics (3)

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

PHI 386 - Medical Ethics and Children (3)

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

PHI 390 - Independent Study (3)

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

PHI 400 - Advanced Topics in Philosophy (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Prerequisite(s); if any: Permission of Instructor.

PHI 417 - Philosophy of Mind (3)

This course investigates the nature of the human mind and mental processes. It examines the nature of consciousness and cognition and asks questions such as: Does a computer have a mind? Can a mind exist in a very different kind of body (e.g. a machine, artificial intelligence, a non-human animal)? What is a mind? How does it work? How does it relate to the body and the external world?

PHI 425 - Theories of Justice (3)

This course examines how various classical, modern, and contemporary writers have interpreted the concept of justice as it relates to the life of the individual and the effective functioning of society.

PHI 490 - Readings in Philosophy (3)

Individual study of a particular philosophy, philosophical movement, or problem. Individual investigation on the part of the student directed by an instructor. Philosophy majors only. Prerequisite(s); if any: Permission of Instructor.

PHI 500 - Contemporary Philosophy (3)

A critical and comparitive study of important philosophical contributions within the contemporary period. May be repeated for credit if successive offerings cover different philosophies. Prerequisite(s); if any: Permission of Instructor.

PHI 503 - Environmental Ethics (3)

Topics covered include the relationship between environmental and traditional ethics, the nature of value, and interconnectedness in ethics and nature.

PHI 504 - Evolution and its Discontents (3)

An examination of the foundations and claims of Neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

PHI 586 - Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 386.

Physical Education

PED 107 - Physical Training (0, 1)

A basic physical fitness program designed to increase the overall fitness and team cohesion skills necessary

to meet the physical rigors and team cohesion skills that are in demand. Course may be repeated twice for credit.

PED 115 - Fitness (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.).

PED 120 - Aerobics (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 125 - Aquatics (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 130 - Basketball (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 135 - Fencing (0 to 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change).

PED 140 - Advanced Fitness (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 145 - Weight Training (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 150 - Golf (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 155 - Karate (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 165 - Racquetball (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 170 - Self-Defense (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 175 - Cardio Kickboxing/TB (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 180 - Tennis (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 185 - Volleyball (1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 190 - Weight Training (1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 195 - Yoga (0, 1)

Information about specific course offerings and schedules is available from the office of the Director of Physical Education. Up to three credit hours in physical education may be elected for credit. Topics may be repeated. (Subject to change.)

PED 203 - Aerobic Dance (0, 1)

PED 205 - Bowling (0, 1)

Up to three credit hours in physical education may be elected for credit. Topics may be repeated.

PED 210 - Lifeguard Training (0, 1)

Up to three credit hours in physical education may be elected for credit. Topics may be repeated.

PED 215 - Jazz Dance (1)

Up to three credit hours in physical education may be elected for credit. Topics may be repeated.

PED 220 - Martial Arts - Aikido (0, 1)

Up to three credit hours in physical education may be elected for credit. Topics may be repeated.

Physical Education, Exercise & Wellness Studies

PXW 103 - Rhythm and Dance (2)

Students will understand principles, techniques, strategies, skills, and safety practices of dance, gymnastics, yoga, or other rhythmic sports and activities.

PXW 105 - Outdoor Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for outdoor sports.

PXW 106 - Target Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for target sports.

PXW 107 - Net & Racquet Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for net and racquet sports.

PXW 108 - Team Sports (2)

Students will understand principles, techniques, strategies, skills, and safety practices for team sports.

PXW 143 - Adventure Programing and Basic Group Facilitation (3)

This course includes: foundational concepts and theories utilized in experiential adventure education, basic group theory and dynamics, technical skills and standard operating procedures for low and high challenge course elements.

PXW 211 - Foundations of Teaching Physical Education and Health Education (1)

The purpose of this course is to introduce students to teaching physical education and health education.

Basic teaching concepts include an introduction to national and state standards, physical education and health education trends and developments, and legal issues. Three hours of fieldwork are required. Prerequisite(s); if any: EDU 111.

PXW 213 - Principles, Philosophy, and Organization of Athletics in Education (3)

The course covers basic coaching/teaching philosophy and principles of athletics as integral parts of physical education and general education that highlight: (a) state, local, and national regulations, policies, and legal considerations related to athletics; (b) function and organization of leagues and athletic associations in New York State; (c) personal standards for the responsibilities of the coach as an educational leader; (d) public relations; (e) general safety procedures; and (f) general principles of school budgets, records, purchasing, and use of facilities. (Note: This is not a course in "athletic administration." In addition to first aid and CPR, this is the only course required for coaches of non-contact/non-strenuous sports such as bowling, golf, archery, shuffleboard, and table tennis.)

PXW 223 - Health Sciences Applied to Coaching (3)

The course is a series of interactive exercises and activities designed to study health sciences as they apply to coaching sports. Through these exercises and activities, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. This course will also help to define topics such as: (a) selected principles of biology; (b) anatomy and physiology; (c) kinesiology related to coaching; (d) risk minimization; (e) mixed competition; (f) NYSED selection and classification of athletes; and (g) age and maturity of athletes.

PXW 233 - Theory and Techniques of Coaching (2)

This course addresses basic concepts common to all sports, including a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods will also be examined. A field experience that will include practical experience as a coach in the specific sport and/or periods of observing other approved coaches will also be required. *Note: this course must be repeated for each sport in which a student is seeking NYSED coaching certification. Prerequisite(s); if any: PXW 213 and PXW 223.

PXW 243 - Foundations of Exercise Science (3)

A survey of the components important to developing a solid understanding and appreciation of all aspects of exercise science. Topics include basic elements of kinesiology, biomechanics, physiology of exercise, motor learning, and the physical fitness industry. Students will understand functional anatomy and describe movements of the body, in order to apply that knowledge either working one on one, in a classroom setting, or with a group/team.

PXW 244 - Technical Skills for Adventure Programing (3)

Technical skills, operating systems, and procedures for working with groups on a low and high challenge course. Standard Operating Procedures, safety guidelines, equipment management, knot tying, and belaying are emphasized. Prerequisite(s); if any: PXW 143.

PXW 248 - Injury Care and Prevention (3)

This course addresses common injuries that can occur with athletes or individuals performing physical activity. There will be opportunities to practice evaluating the severity of injuries and caring for common issues that are often experienced by exercise and health professionals. The course will also explore training and conditioning, nutritional and environmental considerations, therapeutic techniques, tissue trauma response, and specific injuries to the extremities, torso, and head. Successful students will receive American Red Cross RTE certification. Prerequisite(s); if any: BIO 101. Pre or Co-requisite(s): BIO 102.

PXW 307 - Community and Consumer Health (3)

The course is designed to give students an overview of community and consumer health issues and practices for individuals and communities, and their implications on overall health and wellness. Topics that impact health such as culture, heritage and socioeconomic level, chronic and communicable diseases will be explored. Consumer health issues and practices, health products and services, and consumer protection will be analyzed. Prerequisite(s); if any: PXW 211.

PXW 313 - Biomechanics (3)

This course examines human movement as it relates to sports. The structure, mechanical properties, and health of joints, extremities, and spine are emphasized. Prerequisite(s); if any: BIO 101 and BIO 102, and Junior or Senior status.

PXW 333 - Adapted Physical Education and Fitness (3)

Students learn to enable people with disabilities to participate in physical education and fitness programs. Activity analysis, program rule modification, adaptive equipment, and inclusive principles are emphasized. 10 hours fieldwork required. Prerequisite(s); if any: PXW 363. Pre or Co-requisite(s): PXW 365.

PXW 345 - Advanced Facilitation Skills (3)

Students master the skills needed to conduct meaningful adventure education programs. Processing techniques are emphasized but assessment, planning, implementation, and evaluation of groups are also addressed. Prerequisite(s); if any: PXW 143.

PXW 346 - Adventure in Business (1)

This course examines adventure education within business settings. Emphasis is placed on team development, leadership, teamwork, evaluation, and transference of learning to a corporate setting. Prerequisite(s); if any: PXW 143 and PXW 345.

PXW 347 - Adventure Curriculum in Physical Education, Health & Fitness (3)

The use of adventure education to promote physical education and activity in grades K-12 is emphasized. Nutrition, diversity, violence prevention, substance abuse/prevention, and stress management will also be addressed. Prerequisite(s); if any: PXW 143 and PXW 244.

PXW 348 - Adventure Programming for Social Emotional Learning (3)

The development of social emotional skills using adventure based learning is emphasized. Bullying prevention/management, diversity, and conflict resolution are also addressed. 3 hours fieldwork required. Prerequisite(s); if any: PXW 143 and PXW 244.

PXW 349 - Advanced Skills and Rescues (3)

Practitioners require emphasis on high level skills that include rescue techniques, belay escapes, and 4 to 1 mechanical advantages. Universal design and programming and specialty elements will also be covered. Students will evaluate the use of risk management and emergency action plans. This course will prepare students for challenge course certification during their senior year. Prerequisite(s); if any: PXW 244.

PXW 353 - Exercise Physiology (3)

This course examines the neuromuscular, metabolic, cardiorespiratory, and hormonal responses to acute and chronic exercise for the prevention of disease as well as promotion of sports performance training. Prerequisite(s); if any: BIO 101 and BIO 102.

PXW 354 - Workplace Health Promotion (3)

Students will learn about the importance of workplace health promotion and its influence on the health and wellness of employees, companies, and society. Students will gain working knowledge of the components of workplace health promotion programming, develop strategies for successful implementation of programs, and be prepared for a career as a health promotion professional. Prerequisite(s); if any: Prerequisite(s); if any: Junior or Senior standing.

PXW 355 - Health/Fitness Trainer Methods (3)

This course will provide students the practical and scientific knowledge needed to work in a variety of facilities, including health clubs, gyms, universities, corporate, and community or public fitness centers, and positions ranging from freelance to full-time and beyond. It will provide the tools needed for the transfer of knowledge from the student to the client, providing the opportunity for individual client success and increased compliance rates. This course will help students establish goals and objectives for clients and assess their risk stratification. In addition, students will learn effective ways to assess strength, aerobic capacity, and flexibility in order to appropriately develop resistance, cardiorespiratory, and flexibility training programs. This course will also give students the knowledge base and tools necessary to take and pass the American College of Sports Medicine Certified Personal Trainers® (CPT) exam. Prerequisite(s); if any: BIO 101 and BIO 102, or BIO 105

PXW 356 - Principles of Strength and Conditioning (3)

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite(s); if any: PXW 353.

PXW 357 - Health and Wellness for Special Populations (3)

This course explores the health, wellness, and fitness considerations for youth, older adults, and other special populations including individuals with conditions such as osteoporosis, diabetes, heart disease, pregnancy, asthma, multiple sclerosis, fibromyalgia, and Parkinson's disease. Prerequisite(s); if any: BIO 214.

PXW 363 - Elementary Physical Education Methods (3)

The purpose of this course is for the student to acquire basic teaching skills applicable to K-6 physical education instruction. Physical education is about understanding how developmental motor skills help students socially, emotionally, and mentally. The course prepares the learner for the NYS physical education teacher certification. Ten hours of fieldwork are required. Prerequisite(s); if any: PXW 211.

PXW 365 - Secondary Physical Education and Health Education Methods (3)

Students will acquire basic physical education and health education teaching and assessment skills applicable to adolescents in the secondary school setting. Physical education and health education involves understanding factors influencing student learning and the development of physically literate individuals. This is accomplished through education of the whole person through experiences in psychomotor, cognitive, and affective learning domains. The course prepares the learner for the NYS physical education and health education teacher certifications. Ten hours of fieldwork are required. Prerequisite(s); if any: PXW 211 and PXW 363.

PXW 413 - Motor Development (3)

Introduction to human motor development emphasizing factors that affect it including physiological change, perceptual change, cognitive change, and sociocultural practices. Prerequisite(s); if any: HLS 381.

PXW 454 - Organization and Administration of Wellness Programs (3)

Students will put their knowledge of workplace health promotion into practice through short-term immersive experiences in a variety of settings. Students will also explore leadership concepts necessary to become successful wellness practitioners. Students will identify their strengths and weaknesses by refining their skills as future leaders. Prerequisite(s); if any: PXW 354.

PXW 467 - Exercise Testing and Prescription (3)

Prepare students for deeper understanding and further proficiency in the area of exercise testing and prescription. Topics include basic exercise science, testing, and evaluation, exercise techniques, program design, special populations, and safety/legal issues. This course will further enhance the preparation of students who desire to take the American College of Sports Medicine or Certified Strength and Conditioning Specialists exam. Prerequisite(s); if any: BIO 101, BIO 102, PXW 355, or PXW 356.

PXW 470 - Exercise Science Internship Preparation (1)

This class is a hands-on opportunity for PXW Exercise Science concentration students to work with other students, faculty, or staff in the Clark Athletic Center fitness center. Students will provide clients exercise testing/fitness assessments, and then design and implement comprehensive fitness programs for clients based on test findings and client goals. This course will assist students in preparation for culminating fourth year, final semester internships where they will apply their skills and knowledge in a professional setting off campus. Alternate, non-traditional, internship preparation scenarios can be explored on a case-by-case basis. Prerequisite(s); if any: PXW 356. Pre or Co-requisite(s): PXW 467.

PXW 480 - Exercise Science Internship (12)

A culminating experience in which students work closely with an on-site provider to master the skills needed to assess, plan, implement, and evaluate exercise-related programs. Prerequisite(s); if any: PXW 467

PXW 490 - Independent Study (1-12)

Physical Therapy

DPT 564 - Human Gross Anatomy (0, 6)

Human cadaver dissection and discussion. Clinical significance of structures related to physical therapy practice, approached through regional and systemic perspectives. Corequisite(s): DPT 581.

DPT 581 - Professional Development I: Introduction to Physical Therapy (1)

Profession of physical therapy and future role of health care professional explored. Development of personal and professional values initiated using ability based assessment. Prerequisite(s); if any: DPT 564. Corequisite(s): DPT 582, DPT 584, DPT 586, DPT 587, DPT 589, and IPE 504

DPT 582 - Clincal Sciences Foundation (3)

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

DPT 584 - Movement Science (3)

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

DPT 586 - Examination/Evaluation (0, 4)

Entry level skills related to examination of impairments of the musculoskeletal,neuromuscular and cardiovascular systems. Prerequisite(s); if any: DPT 564. Corequisite(s): DPT 581 ,DPT 582, DPT 584, DPT 587, DPT 589 , and IPE 504

DPT 587 - Interventions (0, 4)

Basic foundational interventions related to impairments/function associated with disorders of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisite(s); if any: DPT 564. Corequisite(s): DPT 581, DPT 582, DPT 584, DPT 586, DPT 589, and IPE 504.

DPT 589 - Caring for the Community I (1)

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

DPT 591 - Professional Development II (2)

Healthcare policy, regulatory issues, reimbursement and roles of health care professionals. Access to health care. Defensible documentation. Prerequisite(s); if any: DPT 589. Corequisite(s): DPT 592, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 592 - Clinical Sciences: Musculoskeletal System (3)

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

DPT 593 - Case Analysis Musculoskeletal (2)

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

DPT 595 - Evidence in Clinical Practice I (2)

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

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

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Corequisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 597 and DPT 599.

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

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

DPT 599 - Caring for the Community II (1)

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

Physics

PHY 116 - Astronomy: A Study of the Universe (0, 4)

Introductory astronomy. Celestial sphere and planetary positions; history of astronomy; survey of the solar system; the 'message' of starlight; H-R diagrams; stellar evolution; quasars; cosmology and the possibility of extraterrestrial life. No physics or astronomy background is required. Some elementary algebra is used. Lecture and laboratory.

PHY 123 - Physics for Liberal Arts (3)

Exploration of what the physical world is like, how it fits together, and some of its implications. The course covers classical mechanics and modern physics (special relativity and quantum physics). No formal mathematics will be used, but all the central concepts will be there.

PHY 133 - Planetary Science (3)

This course reviews our current knowledge of the non-terrestrial bodies in the solar system, including the planets, moons, and other satellites, asteroids, comets, and other small solar system bodies. Currently, the field of planetary science is expanding rapidly with many tens of spacecraft, landers, and rovers actively exploring a myriad of objects in the solar system. This course will also explore the astrophysical and geophysical processes that are currently occurring on other bodies in the solar system and what we have been able to infer about their histories, along with the structure and origin of the solar system, with emphasis on recent discoveries. Same as GOL 133.

PHY 135 - Design Thinking in Physical Science and Engineering (3)

Students will develop critical thinking and problem solving skills, with a particular focus on understanding the interconnectedness of scientific and engineering approaches across disciplines. Students will explore how principles of STEM interact to address complex challenges. Lectures will introduce students to major concepts in physical sciences and engineering, how scientists and engineers solve problems, and how to design models of systems using STEM-based tools. Students will participate in a team-based project to apply the concepts and skills learned throughout the course to tackle a real-world engineering or scientific problem. Same as EGR 135. 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.

PHY 141 - Technical Physics I (0, 4)

Basic physical principles for modeling physical systems and analytical techniques for solving physical problems. Fundamentals of kinematics, forces, torque, statics, material properties, fluids, and energy as related to Construction Management. Lecture and 3-hour laboratory. Prerequisite(s); if any: 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, Construction Management major

PHY 142 - Technical Physics II (0, 4)

Prerequisite(s); if any:

PHY 141 or PHY 151, Construction Management major

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 151R - General Physics I Recitation (1)

An optional session devoted to giving students hands-on help in becoming proficient at applying concrete problem-solving strategies to a wide range of physics problems encountered in the General Physics I class. Particularly recommended for students who lack confidence in their mathematics skills. Corequisite(s): PHY 151

PHY 152 - General Physics II (0, 4)

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

PHY 152R - Algebra-based General Physics II Optional Recitation (1)

An optional session devoted to giving students hands-on help in becoming proficient at applying concrete problem-solving strategies to a wide range of physics problems encountered in the General Physics II class. Particularly recommended for students who lack confidence in their mathematics skills. Corequisite(s): PHY 152

PHY 163 - How Things Work (3)

Practical introduction to science in everyday life. Discover how things work using case-studies of real-

world objects such as baseballs, rockets, vacuum cleaners, faucets, wood stoves, air conditioners, flashlights, lasers, clocks, guitars and microwave ovens. Some elementary algebra is used. Lecture/demonstration/discussion.

PHY 164 - Decoding the Universe (4)

This course will be a lecture/lab combined course. The topics of forces, energy, light, and atomic structure will be introduced to the students in connections to the stages of the formation of the Universe and physical processes in it. Students will gain an understanding of the fundamental laws of the universe, such as the laws of gravity, electromagnetism, light, and atomic structure, as well as dark matter and dark energy. Students will learn how four fundamental forces - electromagnetic, gravitational, nuclear, and weak forces - have been ruling the actions in the universe, starting with the Big Bang. They will also learn about how advanced technology, such as telescopes and particle accelerators, help to observe and study the behavior of the universe. Although some elementary algebra will be used, no background of algebra knowledge is required.

PHY 200 - Select Topics: Physics (1)

A seminar course on current topics in physics. Meetings will be held weekly to discuss selected topics. May be taken twice for credit.

PHY 261 - Physics I (0, 4)

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

PHY 262 - Physics II (0, 4)

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

PHY 323 - Statics and Dynamics (4)

Composition and resolution of forces and torques, conditions of static equilibrium of particles and rigid bodies, friction, laws of motion, work and energy, momentum and impulse, applications. Same as EGR 323

PHY 345 - Physical Chemistry I: Thermodynamics & Kinetics 3 (3)

Classical thermodynamics, electrochemistry, and reaction kinetics. Applications to chemical and biological phenomena. Same as CHE 345. Prerequisite(s); if any: CHE 212, MAT 202 and one year of college physics.

PHY 350 - Research (1 to 3)

An introduction to a field of physics research under the guidance of a staff member. Students must submit a plan of work for approval, hand in a final report, and perhaps give a colloquium. May be repeated. Prerequisite(s); if any: Permission of the Instructor.

PHY 351 - Introduction to Electronic Circuit Design and Analysis (0, 4)

This course provides a comprehensive introduction to electronic circuits and systems. Students learn various methods of circuit analysis including Kirchhoff's law, network theorems, and branch and loop analysis. Students design systems using a range of components such as resistors, capacitors, inductors, diodes, transistors, and op-amps. Additionally, the course delves into DC and AC analysis for small signal applications. The laboratory component encompasses the use of tools such as oscilloscopes, signal generators, power supplies, and digital/analog multimeters, as well as an introduction to practical skills involving soldering and breadboarding. Lecture and laboratory. Same as EGR 351. Prerequisite(s); if any: PHY 262.

PHY 363 - Physics III (0, 4)

The physics developed in the 20th century by Einstein, Schrodinger, Planck and others. Relativity theory, thermal physics, introduction to quantum theory, atomic, molecular and nuclear theory. Lecture, laboratory. Prerequisite(s); if any: PHY 262. Pre or Co-requisite(s): MAT 301.

PHY 365 - Vibrations and Waves (3)

Vibrations and waves are everywhere in our world, propagating through diverse media; solids, liquids, gasses, and even apparent empty space. Vibrations and waves are at the core of many important scientific concepts, such as quantum mechanics, electric circuits, light, and sound. They allow us to see and hear the world and understand how they function informs us on how we perceive data. This course will provide students with the concepts and mathematical tools necessary to understand and explain a broad range of vibrations and waves. Prerequisite(s); if any: PHY 151 and PHY 152 or PHY 261 and PHY 262, MAT 201.

PHY 370 - Teaching Experience in Physics (1-3)

An introduction to the methods and philosophy of undergraduate physics teaching under the guidance of a staff member. Students must participate as an assistant in a physics course and hand in a final report. Students may apply up to three credits as Physics elective credits. Students may subsequently take for free elective credits. Requires permission of instructor. May be repeated for credit for up to 12 credits.

PHY 390 - Independent Study in Physics (1 to 3)

Independent study in areas not covered by regularly offered courses. Students must submit a plan of study, meet periodically with an instructor, and submit a final report in addition to problems and/or exams. Prerequisite(s); if any: Permission of the department and at least a 3.0 average in physics courses.

PHY 400 - Select Topics: Physics (1)

A seminar course on current topics in the physics literature Meetings will be held weekly under the guidance of a staff member to discuss topics and prepare colloquia. May be taken twice for credit. Prerequisite(s); if any: PHY 261 and PHY 262 or Permission of Instructor.

PHY 423 - Geophysics: Theory & Applications (0, 4)

Theoretical justification of four geophysical methods commonly used to explore the shallow and deep subsurface: gravity, magnetics, seismic, and electrical resistivity. These methods are applied to real world situations in lab. Prerequisite(s); if any: GOL 398, PHY 152 or PHY 262, or Permission of Instructor. Meets with GOL 423.

PHY 455 - Physical Electronics (3)

Vacuum, gaseous, solid state, and quantum electronics including charged particle dynamics, the band theory of solids with application to semiconductor devices, electron emission, assemblies of particles and gaseous processes, plasma physics and modem amplifiers. Prerequisite(s); if any: PHY 261, PHY 262 and PHY 363.

PHY 461 - Classical Mechanics (3)

Fundamentals of Newtonian dynamics, work-energy concepts, conservation laws, an introduction to Hamilton's Principle and Lagrange's Equations. The study of oscillatory motion, central force motion, rigid body dynamics, and accelerated reference systems. Prerequisite(s); if any: PHY 261 and PHY 262. Pre or Co-requisite(s): MAT 317.

PHY 462 - Electricity & Magnetism (3)

The classical theory of static and dynamic electricity and magnetism including solution of Maxwell's equations for special cases. Prerequisite(s); if any: PHY 262 and MAT 302.

PHY 465 - Physical Optics (3)

Wave theory of interference, diffraction, polarization, and double refraction. Propagation of light in crystals, magneto-optics, and electro-optics. Prerequisite(s); if any: PHY 261 and PHY 262.

PHY 467 - Introduction to Statistical Mechanics (3)

Maxwell-Boltzmann statistics, applications, Fermi Dirac statistics, applications, temperature and entropy, thermodynamics and gases, applications of statistical thermodynamics, the Canonical Ensemble. The Grand Canonical Ensemble. Prerequisite(s); if any: PHY 345.

PHY 471 - Introduction to Quantum Physics I (3)

Wave particle duality, uncertainty principle, atomic structure, Black Body Theory, quantization, Bohr Theory, Schrodinger equation, Vector coupling, Stern-Gerlach experiment, periodic table, atomic spectra, selection rules, bonding, molecular spectra, masers and lasers, Band Theory, and applications to semiconductors. Prerequisite(s); if any: PHY 363.

PHY 472 - Introduction to Quantum Physics II (3)

Eigenvalues, Orthonormal functions, superposition principle, potential well, harmonic oscillator, Heisenberg picture, Schrodinger picture, perturbation theory, degeneracies, one electron atoms, angular momentum, quantum numbers, many electron atoms, coupling, multiplicities, magnetic and electric interactions. Prerequisite(s); if any: PHY 471.

PHY 475 - Nuclear Physics (3)

Basic properties of nuclei, radioactivity, Alpha, Beta, and Gamma decay, nuclear reactions, nuclear forces, nuclear models, nuclear instrumentation, and elementary particles. Prerequisite(s); if any: PHY 363.

PHY 477 - Introduction to Solid State Physics (3)

The fundamental properties of the solid state from a microscopic point of view. Includes crystal structure, lattice vibrations, theory of metals, magnetism, and special topics culled from current areas of interest. Prerequisite(s); if any: PHY 363.

PHY 590 - Independent Study (0 to 6)

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

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 110 - Introduction to Political Theory (3)

This course provides an introduction to political theory, a field of study which engages the history of political thought in an attempt to answer the normative question, "What do we want our political world to be?" Political theory exists at the intersection of philosophy and political science, bringing philosophical tools to bear on political questions: What is justice? What is freedom? What is equality? What is power? When do people or institutions wield power legitimately? When and how may people resist the exercise of power? Students will read primary sources in political theory, reconstruct the arguments that these texts advance, analyze, and critique these arguments. These activities will develop the tools with which students can address political questions responsibly, and so will set them up to practice critical thinking skills both in their classes and as citizens. Same as PHI 110.

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 200 - Select Topics: Government & Politics (1 to 3)

Topics in various aspects of Government and Politics. Vary from year to year.

POL 201 - Research, Writing, and Careers in Political Science (1)

Introductory course designed to help students succeed in the Government and Politics program by focusing on three areas: research and writing, building a record of accomplishment at Utica University, and career exploration.

POL 203 - Comparative Politics (3)

Comparison of governmental institutions and the political process in several contemporary national political systems, both Western and non-Western. Attention given to the methods used in studying comparative politics.

POL 207 - Public Health at the Local Government Level (3)

An examination of the foundations and operations of local public health agencies that create or change policies to improve public health.

POL 211 - Introduction to Human Rights (3)

Introduction to contemporary human rights problems and the global response to these issues. Same as: HRA 211.

POL 212 - American Political Parties and Elections (3)

Analysis of the role of political parties and elections in American democracy. Includes discussion of voter participation, characteristics of political parties as organizations, nominations and elections, and issues confronting the electoral system. Prerequisite(s); if any: POL 101 or Permission of Instructor.

POL 215 - Public Opinion and Political Behavior (3)

Examination of what is meant by the American public. Discussion of meaning and function of public opinion and political behavior and the relationship of both to democratic theory. Prerequisite(s); if any: POL 101 or Permission of Instructor.

POL 221 - State and Local Government (3)

Examination of the structure, politics, policy process, and problems of American state and local governments as they function within the federal system.

POL 235 - Civil Rights, Public Policy, and Social Change (3)

People, events, and issues of civil rights struggle in the United States, including impact on democratization and social change in American society, and formation of public policy. Same as SOS 235.

POL 236 - Queer Politics (3)

This course is designed to have students explore political struggles around the marginalization and the social inclusion of people who are LGBT+ or otherwise "queer." This course will investigate the expansion of the term "queer" from being a part of, and sometimes at odds with LGBT+ identities, to its more contemporary uses to denote non-normative modes of knoweldge, cultural practices, and political activism. This course looks both at the history of treatment of queer individuals and communities within the political system, and also how queer activism has tried to use the same system to fight for their own equality and inclusion.

POL 242 - Jurisprudence and the American Legal System (3)

Introduction to the court system, appellate process, and inter- relationship of federal and state courts. Includes penal law , criminal procedure law, correctional law, and basics of civil law and procedure. Techniques of case method, briefing, and statutory analysis.

POL 243 - Introduction to Law and Society (3)

This course serves as an introduction into the interdisciplinary study of legal systems and practices. Students will learn about such basic information as the structure of the U.S. legal and political systems, the identities and interests of actors within those systems, and the history of American legal consciousness, or ways in which Americans think about law. Students will also learn about the foundational and critical academic theories and approaches that scholars have used to study these systems, actors, and histories. Students will explore the intersections of law, politics, and society, as they come to think about their own position in society with respect to the legal system.

POL 251 - Congress and the Legislative Process (3)

Analysis of salient features of the legislative process and their influence on public policy. Representation, formal procedures, folkways, committee structure, party organization, legislative leadership. Prerequisite(s); if any: POL 101.

POL 273 - Political Corruption (3)

This course examines the causes and consequences of political corruption in the US and abroad. It also examines how to control political corruption.

POL 281 - Political Ideas and Ideologies (3)

Introduction to major political philosophers. Topics include democracy, socialism, fascism, communism, and anarchism.

POL 300 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. May vary from year to year. May be repeated for up to 9 credits if the topics are different.

POL 313 - Campaign Management (3)

Principles and problems underlying the conduct of political campaigns. Analysis of techniques used in fundraising; campaign organization; advance work; use of mass media; legal aspects; ethical considerations. Prerequisite(s); if any: POL 212 or Permission of Instructor.

POL 324 - Public Policy and Nutrition (3)

This course is designed to enhance student understanding of the government's role in public health and nutrition. Students will learn how public policy is made and how to advocate for desired policy reforms. Prerequisite(s); if any: POL 101.

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 333 - American Public Policy (3)

Examination of the relationship of government units to their environment. Exploration of the way policy is formulated, adopted, and implemented in the political system.

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.

POL 342 - Environmental Law and Politics (3)

This course involves an examination of the law, institutions, actors, processes, and context influencing American environmental policymaking. Students investigate contemporary environmental issues including pollution, resource depletion, urban congestion and sprawl, extinction, and how these various factors impact divergent demographic groups differently. Students will explore, primarily, American law and politics related to the environment, and how these intersect with calls for environmental justice.

POL 345 - Constitutional Law in the Governmental Process (3)

Principles underlying American constitutional government with special reference to interpretation of the Federal Constitution. Same as HIS 345. Prerequisite(s); if any: POL 101.

POL 346 - Civil Liberties (3)

Problems of civil liberties as interpreted by the courts, as implemented by legislation, and as discussed as public issue

POL 347 - Race and Gender in the Law (3)

In this course students will study some of the ways in which race, gender, and the intersection of these two, have historically defined, and continue to define, key legal and political challenges in the United States. Conflicts over race and gender have been at the core of legal and political disagreement for a very long time. Students in this course will examine how these concepts shape the current legal and political landscape in the United States.

POL 363 - International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

POL 364 - International Law (3)

Principles and rules concerning the conduct of nation-states including use of force, status of nationals, jurisdictional questions, status and functions of governmental personnel, treaties, and organizational questions. Prerequisite(s); if any: Permission of Instructor.

POL 365 - American Foreign Policy (3)

Concepts and development of U.S. foreign policy. Historical overview, U.S. policies toward specific regions, and problems of policy-making and implementation. Prerequisite(s); if any: Permission of Instructor.

POL 366 - International Criminal Law (3)

Laws governing the behavior of individuals and their accountability to the international community and states. Development of a body of law and enforcement mechanism for piracy, war crimes, and terrorism. Role of international criminal tribunals.

POL 367 - International Security (3)

This course provides understandings of the meaning and content of international security from both a theoretical and policy perspective. It will introduce the traditional concepts and ideas that underlie international security issues such as causes of war, deterrence, alliances, geopolitics, arms races, terrorism, and issues of nuclear proliferation. It also will introduce the non-traditional and emerging security challenges such as a global pandemic and cyber-attacks and cyber terrorism. Same as CYB 367 and IST 367.

POL 368 - International Political Economy (3)

Relationship between politics and economics in the international sphere. Trade, monetary management, foreign aid, multinational corporations, economic institutions, dependency and development in the international setting.

POL 371 - European Politics (3)

Politics and government in the United Kingdom, France, Germany, and the European Union. Political culture, parties, institutions, and electoral politics.

POL 372 - Modern Russia (3)

From Tsarist Russia on the eve of Bolshevik Revolution through the rise, development and demise of the USSR, to the emergence of post-Soviet Russia. Emphasis on governmental structures and political processes. Same as HIS 372.

POL 373 - African Politics (3)

Examination of such major trends in Africa as political development, socialism, the one-party state, the role of the military, and the interaction between Africa and the West.

POL 374 - Latin American Politics (3)

Comparative study of major institutions and forces in Latin American politics. Includes the role of parties, military, church, elites, and political economy, and the role of United States. Selected case studies from South and Central American and Caribbean.

POL 375 - Political Change in Developing Nations (3)

Comparative study of political change in the context of selected African, Asian, and Latin American nations. Emphasis on both the process of development, and the structures of political competition.

POL 378 - Chinese Politics (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of political dynamics and policy behaviors of the most intriguing political system in the world: China. The course examines the major aspects and functions of political systems, processes, and changes in China. The political system of China in the context of globalization attains prominent attention in the seminar as well. Same as IST 378. Prerequisite(s); if any: POL 203.

POL 382 - American Political Concepts (3)

American political concepts, especially justice and liberty, in their relation to courts and other political institutions Emphasis on development, under social and economic pressure, of American ideas concerning fundamental rights and of procedures for giving effect to them.

POL 383 - Modern Korea (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of the history and the political dynamics of the most intriguing system in the world: two Koreas. After a brief introduction to cultural background and history from approximately the late 1800s, the course will discuss the key historical phenomena that have been influential in Korea's evolution until the division of the two Koreas. The course then examines and compares the major aspects and functions of political systems, processes, and changes (general patterns of similarities and differences) in both South and North Korea. Same as IST 383 and HIS 383. Prerequisite(s): POL 161 or POL 203 or HIS 145.

POL 384 - International Relations of the Two Koreas (3)

The primary objective of the seminar is to help the students enhance analytic ability for the study of the International Relations of the two Koreas. It will examine the evolution of the foreign relations of the two Koreas with their significant others, namely the U.S., China, Russia, and Japan.

POL 400 - Contemporary International Problems (1 to 3)

Select topics in Government and Politics. Topics vary year to year.

POL 435 - Political Leadership and the American Presidency (3)

Study of political leadership as it relates to the American Presidency. Analysis of the institution, decision-making processes, exercise of power, and theories of presidential personalities. Seminar format. Prerequisite(s); if any: POL 101, POL 212, and POL 251 or Permission of Instructor.

POL 444 - Legal Research and Writing (3)

This course involves students developing the skills needed to find, read, and analyze legal sources to engage in a variety of different forms of legal writing for different types of legal audiences. Students will learn research methodologies as they develop and produce their own research paper, in addition to learning to write objective legal memoranda, opinion letters, and persuasive appellate briefs. This will culminate with students writing their own research paper on a legal topic of their choosing. The skills students will develop in this course will provide a great advantage to students hoping to attend law school or work in the legal profession, as well as provide basic guidance in how to analyze, evaluate, and synthesize information. For students not interested in law school, this class still offers the benefit of learning how to access and understand legal information, write for various audiences, and conduct their own independent research.

POL 464 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and regional inter-governmental efforts to monitor control and remedy abuse of sovereign power. Same as HRA 464.

POL 465 - Political Risk Analysis (3)

This course attempts to gauge the likelihood that particular countries may suffer a catastrophic economic and/or political collapse. We examine sources of risk, methodologies used to determine levels of risk, and methods of mitigating risks. Same as IST 465.

POL 470 - Government and Politics - Internship (3 to 15)

A professional field experience that includes the production of an academic paper. Internships for more than six credits have additional academic components. May be repeated for up to 15 credits. Prerequisite(s); if any: Junior or Senior standing, Permission of Instructor (specific coursework may be required).

POL 490 - Independent Study (1 to 6)

In depth exploration of political problems. Individual independent study based on a plan submitted by the student. (Maximum credit of six hours with no more than three in any semester.). Prerequisite(s); if any: Permission of Instructor.

POL 500 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. Vary from year to year.

POL 561 - International Relations & Cyberspace (3)

Examination of various aspects of cyber conflicts in the context of international relations theories and practices.

POL 563 - International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

POL 593 - Foundations of Public Administration (3)

This course is designed to provide an overview of the key components of public administration. These include public service, leadership, policymaking, management, evidence-based problem solving, and culturally responsive communication.

POL 594 - Public Policymaking (3)

This course is designed to enhance student understanding of various dimensions and challenges within public policymaking. Students will learn how to conduct evidence-based policy analysis.

POL 595 - Diversity, Discrimination, and Law (3)

This course is designed to enhance student awareness and knowledge of various forms of discrimination throughout U.S. society. Students will learn how to address these challenges within existing law and public policymaking.

POL 596 - Human Rights and Local Government (3)

This course is designed to enhance student awareness and knowledge of human rights. Students will examine human rights issues facing local governments and learn how to address these through public leadership, management, and policymaking.

Psychobiology

PSB 450 - Senior Research (3)

Students conduct original research on a subject spanning the disciplines of psychology and biology based on proposals generated in PSY 312 or in consultation with a faculty mentor in the Psychology or Biology Department. May be repeated once for credit. Prerequisite(s); if any: BIO 231 and BIO 232, or PSY 312; Junior or Senior standing; and Permission of Instructor.

PSB 495 - Senior Seminar (3)

Critical analysis of current research literature and integration of diverse sub-disciplines in the field of psychobiology to foster a more comprehensive

understanding of the field. Integrates previous learning in small group settings.

Psychology

PSY 101 - Introduction to Psychology (3)

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

PSY 202 - Advanced General Psychology (3)

Reviewing major subfields of psychology through classic works of research. Exploration of scientific reasoning about behavior. Using reference works and databases to access sources in psychology. Correct use of American Psychological Association (APA) citation style. Prerequisite(s); if any: PSY 101.

PSY 207 - Human Sexuality (3)

Exploration of the nature and historical perceptions of human sexuality, its biological foundations, social and behavioral implications, cross-cultural comparisons, encouraging personal reflection and self-discovery while improving interpersonal communication and understanding. Open to all majors but may not count as a major elective for biology majors as BIO 112. Same as BIO 112

PSY 211 - Statistics in the Behavioral 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. Same as SOC 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 to100.

PSY 223 - Life Span Developmental Psychology (3)

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

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

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

PSY 256 - Principles of Behavior Change (3)

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

PSY 270 - Introduction to Community Field Work (1)

Volunteer assistance in community service agency to experience working with children and /or adolescents. Prerequisite(s); if any: Transfer status with course work in infancy and childhood, adolescence, the exceptional individual, and/or therapeutic use of play, without fieldwork. Permission of Instructor required.

PSY 276 - Addictions Counseling (3)

Techniques of addictions counseling. In-depth study of addictions disease process, relapse prevention and support services, individual counseling techniques, treatment assessments and plans, and self-help groups. Prerequisite(s); if any: PSY 101

PSY 300 - Topics in Psychology (1 to 3)

Advanced consideration of selected topics in psychology. Involves lecture and discussion of areas with contemporary interest. Up to six credits, provided

the topic is not the same. Prerequisite(s); if any: PSY 101 and Permission of Instructor.

PSY 311 - Psychological Assessment & Testing (3)

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

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

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

PSY 312 - Research Methods in Psychology (0, 4)

Principles of experimental design and methods. Laboratory in data analysis. Three lecture hours and one three - hour lab period weekly. Students design an original experiment proposal to be conducted in PSY 412. Prerequisite(s); if any: PSY 101 and PSY 211.

PSY 321 - Infancy and Childhood (3)

Principles of growth and development from conception to twelve years. 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 331 - Social Psychology (3)

Theories and related research in areas of social learning, attitude change, interpersonal and self perception, aggression, prejudice, and group behavior. Prerequisite(s); if any: PSY 101.

PSY 331L - Laboratory in Social Psychology (1)

Research methods in social psychology emphasizing field and laboratory studies, laboratory experience included to practice field and experimental setup, data collection, and analysis. Prerequisite(s); if any: PSY 331.

PSY 333 - Intimate Relationships (3)

This 3-credit class is designed to be an extensive, but not an exhaustive, overview of the various theories and methods, pertaining to the study of romantic relationships. Although the primary focus will be on adult romantic relationships, a developmental perspective will also be taken examining adolescent romantic relationships. Topics will include mate selection and attraction, general theories of love, sex, marriage, and relationship dissolution using both empirical articles and textbook readings. Prerequisite(s); if any: PSY 101

PSY 337 - Industrial and Organizational Psychology (3)

Behavior in industrial work environments; attitudes toward work, organizational climate, performance and interest appraisal, engineering psychology, worker efficiency, accident behavior, leadership styles, and effectiveness. Prerequisite(s); if any: PSY 101.

PSY 343 - Sensation and Perception (0, 4)

Study of the senses, including background in sensory physiology, development of perceptual abilities, and appropriate research methodology. Laboratory emphasis on elementary research on sense-organ functioning and perceptual phenomena. Prerequisite(s); if any: PSY 101.

PSY 345 - Drugs, Brain, and Behavior (3)

An introduction to the basic principles of psychopharmacology. Drugs of abuse are explained

with regard to their effects on the body, brain, and behavior.

PSY 347 - Basic Psychobiology (3)

First course in physiological psychology. Focus on anatomy, biochemistry, and physiology of biological systems in terms of relevance to study of behavior. Prerequisite(s); if any: PSY 101.

PSY 351 - Learning and Behavior (0, 4)

Classical and operant conditioning. Schedules of reinforcement, aversive control; biological constraints on learning. Research data discussed in relation to theory. Laboratory emphasis on basic learning process in animal subjects. Prerequisite(s); if any: PSY 101.

PSY 352 - Motivation and Emotion (3)

Biological drives such as hunger, thirst, sleep, and sex; psychological drives such as curiosity and arousal; and learned social drives such as academic achievement, affiliation, altruism, and aggression; experimental study of emotion. Prerequisite(s); if any: PSY 101.

PSY 354 - Cognitive Psychology (0, 4)

Basic principles underlying discovery and retention of new modes of human behavior. Topics include attention, information processing, language learning, concept formation, sources of forgetting, and dynamics of memory. Laboratory supplements lecture with emphasis on information processing in human subjects. Prerequisite(s); if any: PSY 101.

PSY 356 - Positive Psychology (3)

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

PSY 361 - 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 363 - Health Psychology (3)

Research, theory, and methods of health psychology. Includes health behaviors, risk detection and prevention, social support and health, stress and stress management, management of chronic illness, and the patient-practitioner relationship. Prerequisite(s); if any: PSY 101.

PSY 365 - Forensic Psychology (3)

Techniques of criminal investigation, criminal profiling, eyewitness identification, police interrogation, jury selection, trial preparation, and assessing competency to stand trial. Prerequisite(s); if any: PSY 101.

PSY 366 - Individuals with Disabilities (3)

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

PSY 372 - The Counseling and Interviewing Process (3)

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

PSY 383 - Theories of Psychotherapy (3)

The primary purpose of this course is to expose students to the most common approaches to psychotherapy with adults. The course surveys the major schools of psychotherapy including psychoanalytic/psychodynamic, existential, person-centered, gestalt/experiential, cognitive, behavioral, and multicultural/feminist. The course covers the historical development and context, the major theoretical underpinnings, and the most common techniques for each approach. The course also exposes students to issues and debates within the research literature about the effectiveness of these models. Prerequisite(s); if any: PSY 101.

PSY 402 - Research Assistant (1 to 3)

PSY 405 - Evolutionary Psychology (3)

Examination of evolved behavioral adaptations on human and animal behavior. Heredity and evolutionary theory overview. Discussion of theory and research on evolutionary factors influencing learning, thinking, motivation, emotion, cooperation, competition, mate-selection, parenting, and other behaviors. Prerequisite(s); if any: PSY 101

PSY 406 - History of Psychology (3)

Historical review of inquiry and thought concerning the causes of human behavior, from ancient to recent times. Major emphasis is placed on developments leading to modern scientific psychology. Prerequisite(s); if any: PSY 101. Open only to Senior Psychology majors or with Permission of Instructor.

PSY 407 - Psychology and the Visual Arts (3)

Introduces students to elements of design and how they create psychological effects. Introduces students to influential artists and their creative works. Affords students opportunities to explore their creative and expressive potentials.

PSY 410 - Independent Research in Psychology (1 to 6)

Individually supervised laboratory research and study. Provides opportunities for those who want to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Prerequisite(s); if any: Junior or senior standing and Permission of Instructor.

PSY 411 - Senior Seminar (3)

Selected topics of current interest. Critical analysis of current research literature and integration of diverse psychology subfields in understanding complex behavior. Integrates previous learning in small group settings. Prerequisite(s); if any: PSY 312.

PSY 412 - Research Seminar (3)

Critical analysis of current research and integration of psychology subfields in understanding complex behavior. Students conduct original research based on proposal generated in PSY 312. Prerequisite(s); if any: PSY 211, PSY 312.

PSY 413 - Program Evaluation (3)

Methods and principles of program evaluation in a public setting including quantitative and qualitative methodology, process and outcome studies, design of evaluation, and appropriate use of resulting data. Prerequisite(s); if any: PSY 211 or SOC 211 and PSY 312 or Permission of Instructor.

PSY 453 - Theories of Learning (3)

Examination of the most important psychological theories concerning the learning process including the behavioristic positions (Thorndike, Guthrie, Skinner, Hull), the Gestalt positions (Lewin, Tolman), and recent developments leading to modern scientific psychology. Prerequisite(s); if any: PSY 101.

PSY 462 - Theories of Personality (3)

Systematic study of the concept of personality. Theories, empirical research, and methodological problems in the area will be covered. Prerequisite(s); if any: PSY 101

PSY 469 - Intro to Practicum in Psychology (0)

How does one locate a practicum site in order to apply psychological concepts in a human services agency? Students will develop learning goals, meet with potential supervisors, review professional behavior, and complete paperwork for malpractice insurance, background checks, and medical clearance. This course is required in order to register for PSY 470, Practicum in Psychology.

PSY 470 - Practicum in Psychology (3, 6)

Students will complete an on-site work experience at a community agency specializing in mental healthcare services. A minimum of 120 hours must be spent on-site during the semester. Students will also attend weekly one-hour class meetings to discuss topics related to working in mental healthcare systems with an emphasis on ethics, professionalism, working in a multidisciplinary team, and basic counseling skills.

Prerequisite(s); if any: PSY 101, permission of instructor and departmental approval required. Limited to junior and seniors with an overall GPA of at least 3.0.

PSY 489 - Honors Tutorial (3)

Open to students in the Utica University Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

PSY 490 - Independent Study (1 to 6)

Exploration of psychology problems in-depth. Individual independent study on plan submitted by student. Refer to College regulations concerning independent study for guidelines.

PSY 499 - Honors Tutorial (3)

Open to students in the Utica University Honors Program. Work with a faculty supervisor on a challenging academic or creative project.

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 221 - Understanding Children & Families: Birth-Middle Childhood (3)

Learning and development of children prenatally through age eleven in the context of families and a dynamic society. Explores the importance of family, programs, and a diverse society. Strategies for observing, recording, and interpreting children's cognitive, communication, motor, social, and emotional development. Students may not also take Psychology 321 for credit. Prerequisite(s); if any: PSY 101.

PCL 222 - Understanding Adolescents: Ages 12-21 (3)

Learning and development of children from age 12 through young adulthood in the context of families and a dynamic society. Explores the importance of family, programs, a diverse society, and youth culture. Strategies for observing, recording, and interpreting children's cognitive, communication, motor, social, and emotional development. Students may not also take Psychology 322 for credit. Prerequisite(s); if any: PSY 101.

PCL 235 - Creating Supportive Environments for Children & Families (3)

This course focuses on using mutual respect, care, empathy and warmth to establish high-quality environments and strong relationships that support the mental, emotional, and behavioral development of children (birth to age 12). This course will also assist students in developing and implementing strategies used with children to support specific social and emotional skill development. This course content is applicable for all individuals who will work with children and families in various settings, such as childcare, home visits, private practice, and education. Prerequisite(s); if any: PCL 221 or PSY 321.

PCL 271 - Introduction to the Child Life Specialty (3)

Introduction to the role of child life specialists in health care settings; basic knowledge required to function as a child life specialist; application of general psychological and human development principles to the care of hospitalized children and adolescents. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: PSY 101, PSY 321, and Permission of Instructor.

PCL 272 - Community Practicum Seminar (2)

Review of fieldwork experience completed in PCL 272L; including critical analysis, discussion, and

presentation of activities, observations and assessments completed in PCL 272L. Prerequisite(s); if any: PCL 272L.

PCL 272L - Community Practicum Hours (0)

Minimum of 100 hours of volunteer assistance in a hospital (Child Life Specialists) or community agency (Child Studies) to gain practical experience working with children/adolescents. Written work and evaluations. Prerequisite(s); if any: PSY 321 or PCL 271.

PCL 315 - Observation & Assessment of Children & Families (3)

This course will prepare students to use naturalistic and standardized observation, interviewing, and testing strategies. Students will learn how to use assessment information to document growth, screen for developmental and mental health risks, and to evaluate children for qualification for various social and educational services. Practical and ethical considerations of observing and assessing children and families.

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 355 - Disability Across the Family Life Cycle (3)

This course addresses disability identity at different stages across the family life cycle from infancy through young adulthood and considers disability in the context of ecological levels. This course positions disability as a normal and natural part of the human experience and is designed for helping professionals. Includes topics related to children with disabilities and adults parenting with their own disabilities. Prerequisite(s); if any: PCL 221 or PCL 222 or PSY 321 or PSY 322 or PSY 223 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.

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.

PCL 376 - Impact of Addiction on Children and Families (3)

This course is designed to provide the student with an opportunity to understand the effect of alcohol/other drug addiction and behavioral addictions as it pertains to family roles, rules, and behavior. Specific family interventions will be explored from a variety of clinical, theoretical, and multicultural perspectives. Prerequisite(s); if any: PSY 101.

PCL 377 - Families, Stress and Coping (3)

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

PCL 423 - Childhood Disorders (3)

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

PCL 458 - Field Experience Prep (1)

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

PCL 460 - Field Experience (3)

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

PCL 471 - Introduction to Child Life Internship I (1)

Preparation for internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, writing resumes, and interviewing. Child Life majors only.

PCL 472 - Introduction to Child Life Internship II (1)

Preparation for internship and professional practice, including child abuse training and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Child Life major only.

PCL 474 - Psychosocial Care of Hospitalized Children and Adolescents (3)

Young people's reactions to hospitalization at each stage of development; interventions initiated by child life specialists and other health care professional to lessen the stress of hospitalization; role of parents; preparing young patients for hospital admission and medical procedures; planning and conducting therapeutic play and recreation programs. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: PCL 271, senior psychology-child life majors, child life specialists only.

PCL 475 - Child Life - Internship (12)

Supervised experience in a hospital or other health care facility (child life specialists) or a community agency dealing with children and/or adolescents (child studies) affiliated with the program. Written work, project, and periodic evaluations; 12 credits for a minimum of 560 hours. May not be used as a major elective for the general psychology degree. Prerequisite(s); if any: Permission of child life faculty required.

PCL 503 - Introduction to Child Life Specialty (3)

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

course includes a variety of pediatric healthcare experiences. Instructor approval required.

PCL 504 - Social and Historical Context of Child Life (2)

This course provides a comprehensive review of the field of child life, including a historical perspective of the care of children in healthcare, the origins of child life, its growth as an organized profession, the current state of the psych-social care in healthcare, and opportunities and possibilities for the future.

PCL 507 - Child Life Practicum (3)

This course will consist of a minimum of 100 hours of volunteer assistance in a hospital under the direction of a Certified Child Life Specialist to gain practical experience working with children and adolescents with healthcare needs. Coursework includes written work and the evaluation of student performance in the hospital setting. Prerequisite(s); if any: PCL 503

Public Relations

MGT 345 - Communication in Action (3)

This course provides a five-day educational experience in the communications industry. Students are introduced to public relations, marketing, advertising, social media, and other communication functions from top industry leaders and alumni. Daily field trips to corporate and nonprofit organizations deepen students' understanding and connections to the dynamic communications industry. A course fee is required to cover expenses. Same as PRL 345. May be repeated once for credit.

PRL 182 - Public Relations (3)

The concept, role and practice of public relations in American society. Public relations as a process: research; public opinion; programming; communication; evaluation; ethical considerations.

PRL 343 - Grant Proposal Writing for the Nonprofit World (3)

This course prepares you to write winning grant proposals for nonprofit organizations or tax-exempt institutions. Learn how to develop a compelling, effective grant proposal, including the proposal narrative and budget. Find out how to effectively develop proposals in response to federal, state, and private foundation Requests for Proposals (RFPs). Learn how to make your grant proposal stand out. Practice writing elements of the proposal with support and guidance from an expert in the field. Review existing grant proposals, identifying their strenghts and weaknesses. Prerequisite(s); if any: ENG 102

PRL 345 - Communication in Action (3)

This course provides a five-day educational experience in the communications industry. Students are introduced to public relations, marketing, advertising, social media, and other communication functions from top industry leaders and alumni. Daily field trips to corporate and nonprofit organizations deepen students' understanding and connections to the dynamic communications industry. A course fee is required to cover expenses. Same as MGT 345. May be repeated once for credit.

PRL 372 - Tools, Tactics, and Channels (3)

This course explores the various tools, tactics, and channels of communication, their strengths and weaknesses, how to measure their effectiveness, and the legal and ethical aspects of marketing and public relations communication efforts. Same as MKT 372. Prerequisite(s); if any: SPM 211 or MKT 211 or PRL 182.

PRL 375 - Research Methods and Metrics (3)

This course includes research principles and techniques, primary data gathering and analysis, and presentation of findings. Students will conduct marketing, media, or public opinion research. Junior-level standing. Same as MKT 375. Prerequisite(s); if any: PRL 182 or MKT 211 or SPM 211.

PRL 385 - Event Planning and Campaigns (3)

Planning and implementing a public relations campaign, program, or special event.

PRL 390 - Independent Study (1 to 3)

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

PRL 396 - Sports Marketing Communications and Promotion (3)

Marketing and promotional concepts applied within a sports public relations context. Topics include developing marketing strategies, implementing marketing plans, licensing, advertising, promotions and sales. Prerequisite(s); if any: PRL 182, SCM 285 and PRL 372 or Permission of Instructor.

PRL 397 - Sports Event Planning and Management (3)

Planning, designing, operating, marketing, publicizing, promoting, and implementing sporting events. Prerequisite(s); if any: PRL 182, SCM 285 andPRL 372 or Permission of Instructor.

PRL 400 - Topics in Public Relations (3 to 6)

May be repeated provided topics are not the same. Prerequisite(s); if any: PRL 372, PRL 375 or Permission of Instructor.

PRL 408 - Social Media and Influencers (3)

Social Media and Influencers: Social media tactics offer organizations a cost effective and targeted approach to strategic promotion. This course focuses on how organizations can use social media channels and influencers to effectively communicate with consumers and other key publics. Prerequisite(s); if any: PRL 182 or MKT 211 , or SPM 211. Meets with PRL 608.

PRL 422 - Bateman Competition I (1)

The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will exercise the analytical and strategic skills required for public relations problem-solving. Prerequisite(s); if any: Permission of Instructor.

PRL 423 - Bateman Competition II (2)

The Bateman Competition Course is based on a national case study competition through the Public Relations Student Society of America. Groups of 4 to 5 students will implement a campaign plan in the community (based on the Bateman I course) and perform a campaign evaluation. The results of this campaign will be packaged into a portfolio for national judging. Prerequisite(s); if any: PRL 422 or Permission of Instructor.

PRL 450 - Fieldwork in Public Relations (3)

Students can take this course twice. Prerequisite(s); if any: PRL 182, PRL 372, PRL 385, and CMM 181, CMM 261, JLM 365 with a grade of 'C' or better. Permission of Instructor required.

PRL 453 - Advancement Principles for Fundraising and Grants in a Nonprofit World (3)

This course examines the important aspects of the advancement process as carried out by nonprofit organizations- its value base, preparation of the case, implementation of relevant strategies and techniques, assessment of potential sources of support, utilization of human resources, and overall process management. The course will include theory to strengthen practice, examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems. Prerequisite(s); if any: PRL 385.

PRL 456 - Athlete Management and Representation (3)

Issues facing sports agents, including client acquisition and retention, contract negotiations, endorsement deals, the regulation of sports agents, and business ethics. Prerequisite(s); if any: PRL 182, SCM 285 and PRL 372 or Permission of Instructor.

PRL 458 - Sports Law (3)

Legal issues in sports settings, including torts, contracts, antitrust, labor law, intellectual property, Title IX, athlete-agent relationships and liability. Prerequisite(s); if any: PRL 182, SCM 285 and PRL 372 or Permission of Instructor.

PRL 470 - Public Relations - Internship (1 to 12)

Course may be repeated up to a total of 12 credits. Prerequisite(s); if any: CMM 181, CMM 261, PRL 372 with C or better, plus permission of instructor and department chair.

PRL 482 - Cases in Public Relations Management (3)

Critical evaluation of public relations through analysis and discussion of cases and situation drawn from actual practice. Prerequisite(s); if any: PRL 385 or Permission of Instructor.

PRL 484 - Senior Seminar in Public Relations (1)

Test preparation for The Universal Accreditation Board's (UAB) examination for Principles of Public Relations certificate. Prerequisite(s); if any: PRL 372 and Senior standing.

PRL 490 - Independent Study (1 to 3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

Reading

REA 100 - Reading and Study Strategies (1)

Provides general background in reading abilities and study skills. Emphasizes individual student needs. Areas covered: Comprehension skills, vocabulary, organizing course material for learning retention and recall, note-taking, and critical thinking skills. Prerequisite(s); if any: Permission of Academic Support Services Center.

Risk Management and Insurance

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

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

RMI 325 - Insurance and Estate Planning (3)

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

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

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

RMI 367 - Derivatives Markets (3)

Options, forwards, futures, swaptions, and exotics. Risk management using derivatives to hedge. Practical business applications. Common risks that can be hedged using derivatives. Prerequisite(s); if any: FIN 333.

RMI 415 - Employee Benefits (3)

Understanding of corporate sponsored benefits. Rationale for offering competitive employee benefits and administration of those benefits. Includes pension plans, payroll, health care costs, and employer sponsored plans that are subjected to qualified plan regulations. Prerequisite(s); if any: RMI 273

RMI 445 - Enterprise Risk Management (3)

Consists of pure and speculative risks that confront firms. Various sources of risks and strategies for mitigating these risks will be explored. Addresses new business ventures and entrepreneurial risks. Prerequisite(s); if any: RMI 273

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

Internship. Same as ACC 470, ECN 470, FIN 470, MGT 470, MKT 470, SPM 470 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.

Russian

RUS 101 - Beginning Russian I (3)

Grammatical structure of Russian language; readings of simple accented texts; and vocabulary building. Language lab required.

RUS 102 - Beginning Russian II (3)

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

RUS 201 - Intermediate Russian I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: RUS 102 or equivalent.

RUS 202 - Intermediate Russian II (3)

Continuation of Russian 201. Prerequisite(s); if any: RUS 201 or equivalent.

RUS 237 - Russian Conversation (3)

Thorough conversational practice. Training in oral comprehension and use of the Russian language; pronunciation, grammar review, and vocabulary for everyday use. Prerequisite(s); if any: RUS 202 or equivalent.

RUS 342 - Russian Literature and Conversation (3)

Emphasis on reading and translating Russian Literature; also on conversational Russian. Prerequisite(s); if any: RUS 202 or Permission of Instructor.

Social Studies

SOS 110 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the cultural, social religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 120 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 130 - Topics in Ethnic Studies (1)

A series of mini-courses focusing on one or more of the following topics: the history of a given ethnic group in the 'old country,' in America, and locally; the

cultural, social, and religious groupings within the given ethnic heritage; the literature, the arts and sciences, and other cultural contributions, including the folk culture, of the given ethnic group. Emphasis will be placed where possible on the production of basic research data for the writing of the local area ethnic histories. Up to six credits, provided the topics are not the same. Same as HUM 110, HUM 120, and HUM 130.

SOS 200 - Select Topics: Social Studies (3)

Topics in various aspects of Social Studies. May vary from year to year.

SOS 203 - Introduction to Gender Studies (3)

Gender and its impact on development, cognition, philosophy, behavior, and social institutions.

SOS 207 - Social Organization of the U.S. Health Care System (3)

Nature and function of U.S. health care system and health professionals. Impact of social, political, economic, ethical, professional, legal, and technological forces.

SOS 215 - Women's Past, Present, and Future (3)

Interdisciplinary examination of the roots of women's experiences, current issues pertinent to women, and trends impacting women's future, specifically in the United States.

SOS 235 - Civil Rights, Public Policy, and Social Change (3)

People, events, and issues of civil rights struggle in United States, including impact on democratization and social change in American society and formation of public policy. Same as POL 235.

SOS 490 - Independent Study (1 to 3)

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

Sociology

SOC 151 - Introduction to Sociology (3)

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

SOC 161 - Sport and Society (3)

This course investigates the phenomenon of sport, how diverse forms of sport intersect with and shape understandings of social issues like gender, race, politics, and the human body.

SOC 201 - Social Science Research and Writing ()

This course is designed to give students both the knowledge and skills of writing for analytical social science research. It will cover the structure, mechanics, and rules of the various stages of social science research, including interpreting data and effectively communicating results. Students will learn these fundamentals by doing a variety of writing and reading assignments.

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 to100.

SOC 225 - Social Problems (3)

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

SOC 233 - The Family (3)

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

SOC 252 - Race and Ethnicity (3)

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

SOC 274 - Criminology (3)

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

SOC 300 - Select Topics: Sociology (1 to 3)

Topics in various aspects of Sociology. May vary from year to year.

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

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

SOC 312 - Social Science Research Methods (3)

Application of scientific methods to study human behavior; surveys diverse research methods used in sociology, anthropology, and other behavioral sciences; students originate, design, and conduct research projects. Same as ANT 312.

SOC 339 - Drugs and Society (3)

This course examines the realities, myths, subcultures, and policies that arise from and influence drug use in American Society.

SOC 342 - Urban Sociology (3)

This course will explore 1) what it means to be a city; 2) how cities are structured; 3) what it is like to live in an urban setting; and 4) the problems faced by urban places.

SOC 366 - Computational Social Science (3)

With the increase in the amounts of social data from a variety of new sources, such as the internet, social media, mobile phones, and digitized archives, social scientists have developed and applied novel analytical techniques to conduct research in order to better understand the rapidly changing social world as well as to update theoretical paradigms. This course introduces the integration of computational methods with the social sciences. Students will learn how new data sources challenge the way in which we see society and how computational techniques, such as network analysis, sequence analysis, event history analysis, and natural language processing, facilitate social scientists' data gathering, data analysis, and theory building. Meets with: SOC 566.

SOC 367 - Race Class Gender & Sexuality (3)

Examines the social construction on inequality, as well as the theoretical basis for the existence and continuation of social inequality in American society. Investigates the distribution of power in terms of race, class, gender and sexuality.

SOC 376 - Criminological Research Methods (3)

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

SOC 383 - Social Deviance (3)

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

SOC 387 - Family Violence (3)

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

SOC 405 - Sociology and Anthropology Theory (3)

The development of Sociology and Anthropology; critical ideas about society and culture from early thinkers through the present. Same as ANT 405

SOC 423 - Senior Seminar (3)

The application and development of sociological and anthropological theory and research methods through a series of advanced readings and discussions and the development of an independent research project. Same as ANT 423. Prerequisite(s); if any: ANT 312 /SOC 312.

SOC 470 - Sociology - Internship (1 to 6)

Students serve on the staffs of established agencies under co-supervision of designated agency staff person and appropriate faculty person. Periodic conferences, relevant reading assignments, and papers analyzing internship experience required. Same as ANT 470. Prerequisite(s); if any: SOC 151, SOC 312, and permission of instructor and division dean.

SOC 490 - Independent Study (3)

Individually supervised research and study. Provides opportunity for students to engage in original research or to pursue scholarly investigations beyond the boundaries of established courses. Arranged by agreement between the student and the instructor, subject to approval of coordinator and division dean. May be repeated once for credit, though with a different topic. Prerequisite(s); if any: Junior standing.

SOC 537 - Science & Social Power (3)

Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production and maintenance of inequality. Seminar format. Prerequisite(s); if any: ANT 101, SOC 151, or Permission of Instructor.

SOC 552 - Minority Experience in American Society (3)

Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite(s); if any: One of the following: ANT 101, SOC 151, SOC 252, or Permission of Instructor.

SOC 555 - Community and Social Change (3)

This course is an analysis of the challenges and opportunities facing American communities. Topics of discussion include urban growth, structure, segregation, and basic economic and social processes found in cities. Analysis of census data and basic Geographic Information System (GIS) and data visualization practices and their application in policy environments are also explored.

SOC 563 - Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

SOC 565 - Demography (3)

Demography is the study of human population size, growth, density and change. The major focus of the course is on fertility, mortality, and migration patterns at the national level. A comparative perspective allows analysis of various demographic variables.

SOC 566 - Computational Social Science (3)

With the increase in the amounts of social data from a variety of new sources, such as the internet, social

media, mobile phones, and digitized archives, social scientists have developed and applied novel analytical techniques to conduct research in order to better understand the rapidly changing social world as well as to update theoretical paradigms. This course introduces the integration of computational methods with the social sciences. Students will learn how new data sources challenge the way in which we see society and how computational techniques, such as network analysis, sequence analysis, event history analysis, and natural language processing, facilitate social scientists' data gathering, data analysis, and theory building. Meets with SOC 366.

Spanish

SPA 101 - Beginning Spanish I (3)

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

SPA 102 - Beginning Spanish II (3)

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

SPA 115 - Spanish for Health, Medicine and Wellness I (3)

This is a beginning Spanish course. The focus is on vocabulary, listening comprehension, grammar, and cultural information in order to master basic communicative functions in Spanish related to health, medicine, and wellness. There will be an emphasis on topics of Hispanic cultures in the U.S. as well as issues relating to cultural sensitivity and their impact on Hispanics and Spanish-speakers in the healthcare system.

SPA 116 - Introduction to Spanish in the Justice System (3)

This course is an introduction to Spanish with practice in vocabulary, structures and cultural contexts, especially useful for Criminal Justice professionals. There will be an emphasis on topics of Hispanic culture in the U.S. as well as issues relating to cultural sensitivity.

SPA 125 - Spanish for Health, Medicine and Wellness II (3)

This course will continue to expand students' communicative functions in Spanish related to health, medicine, and wellness. Speaking and grammatical skills will be emphasized, including narration in the present and past tenses. There will be a continued emphasis on topics of Hispanic cultures in the U.S. as well as issues relating to cultural sensitivity and their impact on Hispanics and Spanish-speakers in the healthcare system. Prerequisite(s); if any: SPA 115.

SPA 201 - Intermediate Spanish I (3)

Reading; grammar review; oral work; translation; simple composition. Prerequisite(s); if any: SPA 102 or equivalent.

SPA 202 - Intermediate Spanish II (3)

Continuation of SPA 201 Prerequisite(s); if any: SPA 201 or equivalent.

SPA 227 - Spoken Spanish I (3)

Conversational practice based upon selected aspects of Hispanic life and culture. Vocabulary building, oral comprehension, use of idiomatic Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 300 - Topics in Spanish and Latin American Cultures and Literature (3)

Concentrated study emphasizing a specific period, genre, culture, or theme within Spanish and Latin American cultures and writings. Taught in Spanish or English. May be repeated once for credit, provided topics are not the same. Prerequisite(s); if any: SPA 202.

SPA 304 - Spanish Pronunciation (3)

An introduction to the sound system of Spanish. Students will be introduced to phonetic and phonological tools to analyze speech. Survey of dialectal variation. This course aims to improve students' pronunciation and listening comprehension

of various varieties of spoken Spanish. Prerequisite(s); if any: SPA 202.

SPA 311 - Spanish and Latin American Film (3)

Introduction to Spanish or Latin American Film in cultural and historical context. Films are viewed in Spanish with English subtitles. This course is taught in English. May be repeated once if a different theme is offered. Same as FLM 311.

SPA 315 - Business Spanish (3)

Vocabulary and discourse related to business. Oral and written practices, reading, Hispanic business culture, various business topics. Cross-cultural awareness of Hispanic business world. Taught in Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 327 - Spoken Spanish II (3)

Conversational practice based upon selected aspects of Hispanic life and culture. An advanced course in vocabulary building, oral comprehension, and use of idiomatic Spanish.

SPA 328 - Approaches to Reading Spanish Texts (3)

A preparatory course in reading Spanish texts. Students will read short texts in Spanish from the U.S., Latin America and Spain. Vocabulary building, oral presentations and written compositions. Taught in Spanish. Prerequisite(s); if any: SPA 202.

SPA 337 - Spanish Composition and Grammar Review (3)

In-depth review of grammar, emphasis on the more problematic grammatical structures. Improvement of mechanical accuracy and style in written work. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 347 - Introduction to Spanish Culture (3)

An introduction to the cultures and traditions of Spain through readings, film, and the media. Prerequisite(s); if any: SPA 202 or equivalent.

SPA 348 - Latin American Cultures and Civilizations (3)

This course is designed as an introduction to the cultures, civilizations and history of Spanish-speaking countries. While the emphasis will be on Latin America, Spain will be included as a point of reference and comparison. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 388 - Introduction to Literature in Spanish (3)

Readings and critical analysis of representative works. Discussion of their importance in representative literary movements and genres. Conducted in Spanish. Prerequisite(s); if any: SPA 202 or Permission of Instructor.

SPA 404 - Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and a thorough review of Spanish grammar. Conducted in Spanish. Prerequisite(s); if any: SPA 202 and Permission of Instructor.

SPA 490 - Independent Study (3 to 6)

SPA 490 Independent Study IR

SPA 500 - Immersion Spanish (3)

SPA 590 - Spanish Culture Research Paper (3)

Sports Communication

SCM 285 - Sports and The Media (3)

Sports have a significant presence in multiple media formats, such as online, television, radio and print, Yet, the various relationships between sport and the media are complex, and often filled with conflicts.

These relationships are views from historical, cultural, and business perspectives, as are issues involving the portrayal of race, gender, violence and aggression, business, and free agency in mediated sport. Prerequisite(s); if any: ENG 102

SCM 300 - Topics in Sports Communication (3)

Concentrated areas of study designed to enhance the knowledge of sports, sports communication, and the role of sports in society. Prerequisite(s); if any: Permission of Instructor.

SCM 395 - Sports Information and Publicity (3)

Public Relations principles, practices, and skills as applied in a sports information setting. Emphasis on writing, media relations, and crisis management. Prerequisite(s); if any: PRL 182, SCM 285 and PRL 372 or Permission of Instructor.

SCM 433 - The Olympics (3)

Historical and contemporary view of the Olympics as a sociological, marketing, and business phenomenon. Emphasis on marketing communication and public relations strategies used to promote the Olympics and athletes. Prerequisite(s); if any: SCM 285 or Permission of Instructor.

SCM 435 - Sports and Television (3)

The Super Bowl is the highest rated television program event every year and Super Bowl Sunday has become a de facto holiday. ESPN is one of the most profitable networks in the history of the television. Five of the top ten highest rated television programs of all time are sporting events. The complex symbiotic relationship between sports and television involves a number of players, including producers and programmers; broadcast networks; national and regional sports networks; local television stations; pay-per-view suppliers; and sports organizations. The relationship people have with televised sport and the way televised sport can impact society is also presented. Prerequisite(s); if any: SCM 285 and CMM 181 or Permission of Instructor.

SCM 454 - The Business of Sports (3)

Problems facing sports business leaders from a public relations viewpoint, including ownership structure and franchises, economics and finance, stadium management and funding, broadcast rights, licensing, and labor relations. Prerequisite(s); if any: PRL 182, and SCM 285 or Permission of Instructor.

Sports Management

SPM 101 - Introduction to Sports Management (3)

This course introduces the student to the sports management profession. The primary focus is on the sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, nonprofit sport participation, sporting goods, sports tourism and sport services.

SPM 105 - Sports Industry Practicum I (1-3)

This is an experiential course in which the entry-level sport management majors take part in practical athletic event management or sports communication tasks and engage in focused reflection through academic work to construct the knowledge, skills and values needed by professionals in the sport industry.

SPM 205 - Sports Industry Practicum II (1-3)

This is an experiential course that allows 2nd year sport management majors to build on the knowledge and competencies developed in SPM 105. Using a combination of hands-on sports facility and event management activities and focused reflection through academic work, students will use knowledge and competencies gained in one setting to better understand problems and issues in another. Students will develop knowledge, skills, and values held by professionals in the sport management industry.

SPM 211 - Sports Marketing (3)

This course provides a framework for understanding marketing strategies used in the sports industry. This course primarily examines two themes in sports marketing, sports as a medium and sports as product. The first theme views sports as one of the vehicles to

promote a product, service or organization. It explains how non-sport related businesses can benefit from using sports as part of their marketing communication program. The second theme focuses on the application of marketing principles and theories to promote sports and sport related products (including professional, college or amateur teams, events, and recreation).

SPM 305 - Sports Industry Practicum III (1-3)

This is an experiential course that allows 3rd year sport management students to build on the knowledge and competencies developed in SPM 105 and SPM 205. Using a combination of hands-on sports facility and event management activities and focused reflection through academic work, students will solve problems and explore issues to further develop knowledge, skills, and values held by professionals in the sport management industry.

SPM 396 - Sports Marketing Communications and Promotion (3)

Marketing and promotional concepts applied within a sports public relations context. Topics include developing marketing strategies, implementing marketing plans, licensing, advertising, promotions and sales.

SPM 397 - Sports Event Planning and Management (3)

Planning, designing, operating, marketing, publicizing, promoting, and implementing sporting events.

SPM 405 - Sports Industry Practicum IV (1-3)

This is an experiential course which allows 4th year sport management students to build on the knowledge and competencies developed in SPM 105, SPM 205 and SPM 305. Using a combination of hands-on sports facility and event management activities and focused reflection in academic work, students will solve and explore complex issues to further develop knowledge, skills and values held by professionals in the sport management industry.

SPM 428 - Strategy in Sports Management (3)

This course will explore concepts on strategic management as they relate to the sports industry environment. The course will focus on the application of management knowledge and the underlying principles necessary to successfully manage a sport business. Practical applications of theoretical concepts will be emphasized. Course content includes theories of management and the applicability of such to the sports industry, including strategic planning, decision making, implementation and controlling processes, understanding organizational performance, environmental analysis, leadership and conflict management as well as culture and change management.

SPM 456 - Athlete Management and Representation (3)

Issues facing sports agents, including client acquisition and retention, contract negotiations, endorsement deals, the regulation of sports agents, and business ethics.

SPM 458 - Sports Law (3)

Legal issues in sports settings, including torts, contracts, antitrust, labor law, intellectual property, Title IX, athlete-agent relationships and liability.

SPM 470 - Internship (1 to 12)

Guided experience in approved positions with cooperating organizations. Written assignments, periodic conferences, and evaluation statement required. Pass/fail grading. Open to senior management majors with a 2.8 GPA or higher. Same as ACC 470/ECN 470/FIN 470/MGT 470/MKT 470/RMI 470 Pass/Fail

Theatre

THE 115 - Introduction to Theatre (3)

Examination of the various arts of theatre: playwriting, directing, acting, scene and costume design, as individual arts and as part of the composite art of

theatre leading to a more perceptive critical view of theatre.

THE 130 - Practicum in Theatre (1)

Participation in dramatic productions. Students selected by the faculty. May be taken four times for credit. Prerequisite(s); if any: Permission of Instructor required.

THE 136 - Elements of Acting (3)

This course teaches the fundamental principles of acting, including observation, imitation, script analysis, and character creation, using theatre games and other hands-on activities. Students work collaboratively to explore acting in multiple contexts, including scenework, improvisation, and simulation in cross-departmental collaborations with a variety of programs across campus.

THE 300 - Select Topics: Theatre (1 to 3)

Specialized study in various topics in theatre. May be repeated provided topics are not the same.

THE 310 - The Black Experience in August Wilson's Cycle Plays (3)

August Wilson's Pittsburgh Cycle, also called the Century Cycle, is widely acknowledged as one of the greatest achievements in American playwriting. Chronicling the Black experience through the 20th century in the U.S., the Pittsburgh Cycle consists of ten plays: one for each decade 1900-2000. This course examines the whole of the Pittsburgh cycle, critical and literary reviews of the plays, film adaptations, and the place of August Wilson's momentous achievement in the history of American drama.

THE 315 - Puppetry I (3)

The design, function, and manipulation of a variety of puppet forms for the purposes of education, therapy, cultural enrichment, and entertainment.

THE 316 - Puppetry II (3)

Design, construct, and manipulate a hand and rod puppet for the purposes of education, therapy, cultural enrichment, and entertainment. Develop a performance with other students, including creating characters, costuming, script development, and basic staging.

THE 320 - Theatre for Social Justice (3)

A study of how, where and why theatre has been used to advocate for social justice in modern society and how we can use it as theatre practitioners to impact our culture today. We begin with 1920's Weimar Germany, travel to South Africa during apartheid, South America for Theatre of the Oppressed, then to US movements inspired by these such as Tectonic Theatre Project.

THE 330 - Dramaturgy (1)

A practical introduction to the duties and skills involved in production dramaturgy for live theatre. Topics vary; may be repeated an unlimited number of times, as long as topic is different.

THE 333 - Production in the Theatre (3)

The study of the technical disciplines of the theatre (scene design, lighting, costume design, etc.) in relationship to the entire production. Practical as well as theoretical work. A project will be required of each student.

THE 334 - Theatrical Design (3)

This class will cover the analytical and practical skills required of theatrical designers in scenery, lighting and costumes. Students will learn skills necessary to create and communicate a theatrical design, implement design projects in each of these disciplines and then pick one design area to further explore in a final project. Pre or Co-requisite(s): THE 115

THE 336 - Advanced Acting (3)

Intensive study of character development and various acting methods. Prerequisite(s); if any: THE 136 or Permission of Instructor.

THE 340 - Portfolio Workshop (1)

Students will participate in a professor-approved creative pursuit outside of class and show what they achieved in a manner appropriate to their discipline in the continuing development of their portfolio. Class time will be spent on portfolio development. May be repeated to a maximum of 4 credits. Instructor Permission Required. HUM 340, FIA 340 FLM 340, MUS 340 Prerequisite(s); if any: THE 130

THE 347 - Scenic Painting (3)

Overview of theatrical scenic painting including materials, safety, tools, faux textures, and trompe l'oeil. Prerequisite(s); if any: THE 333.

THE 348 - Special Effects (3)

Overview of special effects techniques in all design areas including mold-making, facial casts, safety considerations, working with fabric, electricity, paint and light. Prerequisite(s); if any: THE 115 or Permission of Instructor.

THE 365 - Black Feminisms Onstage (3)

Through a deep look at scripts and manifestos written by Black women, this course explores the intellectual contributions of Black women to feminist theory and to stage representations of the Black female experience. Between the 20th and 21st centuries, Black feminist theories have moved from the margins to the center of intellectual discourse both in the academic field of identity studies and in the theatre. In this course, students will learn about this movement and its effects through an emotionally engaged exploration of works by Black feminist playwrights, the histories of the intertwined feminist and racial justice movements, and the links between representation and culture.

THE 375 - Literature of the Theatre (3)

Forms of drama (tragedy, comedy, tragi-comedy, and others) from ancient Greece to the present. Same as ENG 375. Prerequisite(s); if any: ENG 102.

THE 385 - World Drama (3)

Exploration of dramatic literature spanning global cultures.

THE 400 - Advanced Topics in Theatre (3)

Advances study in various topics in theatre. May be repeated provided topics are not the same.

THE 441 - Directing in the Theatre (3)

An exploration of the methods of directing a play, beginning with the analysis of the script and ending with the finished production. Each student will direct a short play as a term project. Prerequisite(s); if any: THE 115 and THE 136 or Permission of Instructor.

THE 455 - Theatre History I (3)

This course examines what we know about pre-modern theatre forms from across the globe and interrogates what they tell us about the societies that created them. Using a combination of historiographical methods, imaginative reconstruction, and hands-on experience with historically-informed performance, this class focuses on the central role creativity plays in telling both theatrical stories and histories

THE 456 - Theatre History II (3)

Traces the development of the theatrical art from the Restoration to contemporary theatre. Emphasis on the theatre's ties to social, political, and cultural trends. Prerequisite(s); if any: THE 115 or Permission of Instructor.

THE 457 - Theatres of the African Diaspora (3)

Theatre has been practiced in Africa since before recorded history and taken a variety of performative forms: storytelling, masking, puppetry, music, and dance among them. This course introduces these traditional forms and traces their influence across the globe as they were spread and hybridized through the African diaspora. Studying not only traditional forms but also playscripts written by Africans and African-Americans in various countries, this course examines the lasting legacy of African performance across Africa, Latin America, the Caribbean, and the U.S. Junior or Senior standing required.

THE 490 - Independent Study (1 to 6)

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

Therapeutic Recreation

TRC 103 - Leadership and Facilitation of Outdoor Recreation Programs (3)

Leadership and facilitation of outdoor recreation and camp programs including the history and philosophy of outdoor recreation and education, development of inclusive programs, adventure based counseling techniques, and modifications for people with disabilities; field experiences included.

TRC 104 - Leisure, Health, and Wellness Across Cultures (3)

In this course students will explore leisure as a complex social phenomenon that impacts several social institutions including individual well-being, community wellness, and public health; evaluate the societal impact of cross-cultural differences and similarities in leisure behavior; identify racism and biases in leisure, health, and wellness and how to design leisure and recreation policies and practices to attenuate these issues; evaluate public policies and practices in recreation and leisure in different countries and the potential harms and benefits of such policies; and critically consider the role of recreation and leisure in decreasing barriers to equitable wellness across cultures.

TRC 106 - History and Philosophy of Recreation and Leisure (3)

Historical trends, ideas, and theories that shaped the development of recreation, leisure, and play in modern American society.

TRC 200 - Select Topics: Therapeutic Recreation (1 to 3)

Topics in various aspects of Therapeutic Recreation. May vary from year to year.

TRC 203 - Introduction to Therapeutic Recreation (3)

Historical survey of recreation with special emphasis on current trends, problems, and projected developments in leisure classes. Emphasis on the historical, philosophical, and psychological aspects of therapeutic recreation. Field experience with community agencies.

TRC 204 - Leadership, Analysis and Modification of TR Interventions (0, 4)

Analysis of Therapeutic Recreation interventions in terms of performance, components, contexts, and modifications. Leadership theories, models, and application through laboratory experiences.

TRC 207 - History and Philosophy of Recreation, Leisure, Health, and Wellness (3)

Historical trends, ideas, and theories that shaped the development of recreation, leisure, and play in modern American society.

TRC 305 - Assessment and Documentation (3)

Therapeutic recreation assessment and documentation purpose, development, methods, and procedures. Field work required. Prerequisite(s); if any: TRC 203.

TRC 306 - Program Design & Evaluation (3)

Development, documentation, and evaluation of facility wide programs in accordance with the needs of clients, institutional resources, and regulatory requirements. Prerequisite(s); if any: TRC 203.

TRC 315 - Leisure, Health and Wellness (3)

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

TRC 323 - Therapeutic Recreation and Physical Health Conditions (3)

Examination of various physical health conditions and the role of therapeutic recreation in treatment settings for individuals diagnosed with these physical health conditions. Students will apply therapeutic recreation implementation techniques across physical health diagnoses and settings. Prerequisite(s); if any: TRC 203. Pre or Co-requisite(s): TRC 204.

TRC 324 - Therapeutic Recreation and Mental Health Conditions (3)

This course will examine the various health conditions and the role of therapeutic recreation in treatment settings for individuals with mental health conditions. In addition, students will apply current therapeutic recreation implementation techniques across mental health diagnoses and settings. Prerequisite(s); if any: TRC 203. Pre or Co-requisite(s): TRC 204.

TRC 403 - Program Design and Evaluation (3)

Development, documentation, and evaluation of facility wide programs in accordance with the needs of clients, institutional resources, and regulatory requirements. Prerequisite(s); if any: TRC 323, TRC 104; HLS 245 or PSY 223; and MAT 112 or PSY 211 or SOC 211.

TRC 405 - Fitness Programming and Recreation Management (3)

Aspects of physical fitness and various methods of measurement. Management techniques of fitness center facilities, health clubs, and recreation centers. Includes laboratory practicum.

TRC 406 - Organization, Administration, and Advancement of the Therapeutic Recreation Profession (3)

Theories and techniques of organization and administration including: professional standards, regulations, ethical guidelines, research, marketing, budgeting, advocacy, continuing education, professionalism, accreditation, and supervision. Fieldwork required.

TRC 413 - Advanced Therapeutic Recreation Processes and Techniques (3)

Prior learning throughout the curriculum is pulled together during case based discussions. Students will use the therapeutic recreation process to design appropriate intervention programs based on efficacy research for assigned client cases. Pre or Co-requisite(s): TRC 305, TRC 306

TRC 469 - Internship and Examination Preparation (1)

Students review the major content areas on the CTRS exam and learn how to apply for it. They also learn how to locate and secure a CTRS internships and jobs. Prerequisite(s); if any: Senior level status.

TRC 470 - Therapeutic Recreation - Internship (12)

Experience in a community or clinical agency, supervised by a certified therapeutic recreation specialist. Limited to therapeutic recreation majors who have completed all other degree requirements. Second semester of senior year. Prerequisite(s); if any: TRC 469

Wellness and Adventure Education

WAE 101 - Introduction to Physical Education, Health Education & Wellness (3)

Students will explore the history, philosophies, theories, ethical issues, and trends in each of the professions. Requirements to enter the professions and the existing job opportunities will also be addressed. 3 hours fieldwork required.

WAE 103 - Aesthetic and Aquatic Sports (2)

Understand principles, techniques, strategies, skills, and safety practices of aesthetic and aquatic sports.

WAE 105 - Outdoor Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for outdoor sports.

WAE 106 - Target Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for target sports.

WAE 108 - Striking/Fielding Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for striking/fielding sports.

WAE 113 - Passing Sports (2)

Understand principles, techniques, strategies, skills, and safety practices for passing sports.

WAE 143 - Adventure Programing and Basic Group Facilitation (3)

This course includes: foundational concepts and theories utilized in experiential adventure education, basic group theory and dynamics, technical skills and standard operating procedures for low and high challenge course elements.

WAE 206 - Physical Health and Wellness (3)

Examine the relationship between physical fitness, disability, and longevity. Benefits of exercise along with the most up-to-date health, wellness, and fitness guidlelines are addressed. Behavior modification strategies are presented to help students learn how to to abandon negative habits and effectively adopt and maintain healthy behaviors. Students will also learn how to conduct health assessments and how to assess their own physical performance.

WAE 233 - Fundamentals of Coaching (2)

Introduction to basic principles, theories, philosophies, and techniques for coaching a variety of sports. Course content will serve as a foundation of knowledge for both Teacher Education and Corporate Wellness track students. Pre or Co-requisite(s): WAE 101

WAE 243 - Foundations of Exercise Science (3)

A survey of the components important to developing a solid understanding and appreciation of all aspects of exercise science. Topics include basic elements of kinesiology, biomechanics, physiology of exercise, motor learning, and the physical fitness industry. Students will understand functional anatomy and describe movements of the body, in order to apply that knowledge either working one on one, in a classroom setting, or with a group/team. Prerequisite(s); if any: WAE 101

WAE 244 - Technical Skills for Adventure Programing (3)

Technical skills, operating systems, and procedures for working with groups on a low and high challenge course. Standard Operating Procedures, safety guidelines, equipment management, knot tying, and belaying are emphasized. Prerequisite(s); if any: WAE 143.

WAE 248 - Injury Care and Prevention (3)

This course addresses common injuries that can occur with athletes or individuals performing physical activity. There will be opportunities to practice evaluating the severity of injuries and caring for common issues that are often experienced by exercise and health professionals. The course will also explore training and conditioning, nutritional and environmental considerations, therapeutic techniques, tissue trauma response, and specific injuries to the extremities, torso, and head. Successful students will receive American Red Cross RTE certification. Prerequisite(s); if any: BIO 101 Pre or Co-requisite(s): BIO 102

WAE 307 - Community and Consumer Health (3)

The course is designed to give students an overview of community and consumer health issues and practices for individuals and communities, and their implications on overall health and wellness. Topics that impact health such as culture, heritage and socioeconomic level, chronic and communicable diseases will be explored. Consumer health issues and

practices, health products and services, and consumer protection will be analyzed. Prerequisite(s); if any: WAE 101

WAE 313 - Biomechanics (3)

This course examines human movement as it relates to sports. The structure, mechanical properties, and health of joints, extremities, and spine are emphasized. Prerequisite(s); if any: BIO 101 and BIO 102, and Junior or Senior status.

WAE 333 - Adapted Physical Education and Fitness (3)

Students learn to enable people with disabilities to participate in physical education and fitness programs. Activity analysis, program rule modification, adaptive equipment, and inclusive principles are emphasized. 10 hours fieldwork required. Prerequisite(s); if any: WAE 361 Pre or Co-requisite(s): WAE 365

WAE 345 - Advanced Facilitation Skills (3)

Students master the skills needed to conduct meaningful adventure education programs. Processing techniques are emphasized but assessment, planning, implementation, and evaluation of groups are also addressed. Prerequisite(s); if any: WAE 143.

WAE 346 - Adventure in Business (1)

This course examines adventure education within business settings. Emphasis is placed on team development, leadership, teamwork, evaluation, and transference of learning to a corporate setting. Prerequisite(s); if any: WAE 143 and WAE 345.

WAE 347 - Adventure Curriculum in Physical Education, Health & Fitness (3)

The use of adventure education to promote physical education and activity in grades K-12 is emphasized. Nutrition, diversity, violence prevention, substance abuse/prevention, and stress management will also be addressed. Prerequisite(s); if any: WAE 143 and WAE 244.

WAE 348 - Adventure Programming for Social Emotional Learning (3)

The development of social emotional skills using adventure based learning is emphasized. Bullying prevention/management, diversity, and conflict resolution are also addressed. 3 hours fieldwork required. Prerequisite(s); if any: WAE 143 and WAE 244.

WAE 354 - Workplace Health Promotion (3)

Students will learn about the importance of workplace health promotion and its influence on the health and wellness of employees, companies, and society. Students will gain working knowledge of the components of workplace health promotion programming, develop strategies for successful implementation of programs, and be prepared for a career as a health promotion professional. Prerequisite(s); if any: Junior or Senior standing.

WAE 355 - Health/Fitness Trainer Methods (3)

This course will provide students the practical and scientific knowledge needed to work in a variety of facilities, including health clubs, gyms, universities, corporate, and community or public fitness centers, and positions ranging from freelance to full-time and beyond. It will provide the tools needed for the transfer of knowledge from the student to the client, providing the opportunity for individual client success and increased compliance rates. This course will help students establish goals and objectives for clients and assess their risk stratification. In addition, students will learn effective ways to assess strength, aerobic capacity, and flexibility in order to appropriately develop resistance, cardiorespiratory, and flexibility training programs. This course will also give students the knowledge base and tools necessary to take and pass the American College of Sports Medicine Certified Personal Trainers® (CPT) exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 206

WAE 356 - Principles of Strength and Conditioning (3)

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise

sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 206 Pre or Co-requisite(s): WAE 313

WAE 361 - Pre K-6 Physical Education (3)

The purpose of this course is for the student to acquire basic teaching skills applicable to Pre-K-6 physical education instruction. Physical Education and Health is about understanding how developmental motor skills help students socially, emotionally, and mentally. The course prepares the learner to obtain certification in physical education and health in New York State. 10 hours fieldwork required. Prerequisite(s); if any: WAE 101

WAE 365 - 7-12 Physical and Health Education (3)

Students will acquire basic physical education teaching and assessment skills applicable to adolescents in grades 7-12. Physical Education and Health is about understanding factors influencing student learning and the development of physically literate individuals. This is accomplished through education of the whole person through experiences in psychomotor, cognitive, and affective learning domains. The course prepares the learner to obtain certification in physical education and health in New York State. 10 hours fieldwork required. Prerequisite(s); if any: WAE 101 and WAE 361

WAE 413 - Motor Development (3)

Introduction to human motor development emphasizing factors that affect it including physiological change, perceptual change, cognitive change, and sociocultural practices. Prerequisite(s); if any: BIO 101, BIO 102, and WAE 313.

WAE 453 - Assessment and Evaluation of Wellness Programs (3)

Students master skills related to the assessment and evaluation of wellness programs. Terminology and ethics will also be addressed. Prerequisite(s); if any: .

WAE 454 - Organization and Administration of Wellness Programs (3)

This course will prepare students to design, implement and evaluate workplace wellness programs. Emphasis is placed on planning, legal considerations, design of activities, staff engagement, and workplace wellness culture.

WAE 465 - Survey Research Methods (3)

Students learn to conduct basic survey research. Examples pertain to education, wellness, and recreation. Experimental and qualitative research methods will be briefly addressed. Prerequisite(s); if any: MAT 112 or PSY 211 /SOC 211 or ECN 241, and Junior or Senior standing.

WAE 467 - Exercise Testing and Prescription (3)

Prepare students for deeper understanding and further proficiency in the area of exercise testing and prescription. Topics include basic exercise science, testing, and evaluation, exercise techniques, program design, special populations, and safety/legal issues. This course will further enhance the preparation of students who desire to take the American College of Sports Medicine or Certified Strength and Conditioning Specialists exam. Prerequisite(s); if any: BIO 101, BIO 102, WAE 355 or WAE 356

WAE 470 - WAE Internship Preparation (1)

This course is a hands-on opportunity for the WAE Corporate Wellness students to work with other students, faculty, or staff in the CAC Fitness Center during the second half of a semester. Students will provide clients exercise testing/fitness assessments, and design/implement a comprehensive fitness program for the client based on the test findings and client goals. This course will assist students in preparations for culminating senior year, final semester, internships where they will apply their skills and knowledge in a professional setting off campus. Alternate, non-traditional, internship preparation

scenarios can be explored on a case-by-case basis. Prerequisite(s); if any: WAE 355 or WAE 356 Pre or Co-requisite(s): WAE 454 or WAE 467

WAE 480 - Corporate Wellness - Internship (12)

A culminating experience in which students work closely with an on-site Corporate Wellness provider to master the skills needed to assess, plan, implement, and evaluation programs. Prerequisite(s); if any: WAE 454, WAE 354, and WAE 453.

All-College

UCC 101 - First Year Seminar (1)

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

UCC 103 - Foundation Skills for Careers in Science (4)

This is a 5-week intensive program for incoming freshmen students accepted to CSTEP. Students will be immersed in hands-on experiences representative of different STEM careers, with focus on the scientific processes and technical writing. Prerequisite(s); if any: By permission of instructor only.

UCC 105 - Guided Study Hall (0-1)

Scheduled study hall for students. May be taken a maximum of 3 times for credit. Not graded, but students will be marked as attending or not attending. May be repeated 2 additional times for 3 credits total.

UCC 200 - Select Topics (0 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 201 - College Elective (1 to 12)

College Elective

UCC 206 - Career Strategy (1)

Introduction to career skills and job search strategies. Career strategy, research, career exploration, networking tactics, cover letter composition, resume writing, interviewing skills, business correspondence, and corporate interaction.

UCC 259 - Honors Seminar (3)

Open to students in the Utica University Honors Program or by invitation. Explore various topics from the points of view of different academic disciplines.

UCC 270 - Internship (1 to 12)

Internships are an important part of students' professional development and allow for the application of classroom knowledge in a professional setting. Students will participate in a discipline or subject-related experience, gaining valuable skills and experience, insight to possible careers, and networking opportunities with professionals in the field. Evaluation by written or oral reports or examination. Prerequisite(s); if any: Permission of instructor and approval of the school dean. Limited to sophomores in good academic standing.

UCC 290 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division. Prerequisite(s); if any: Admission by consent of supervising discipline and the academic division.

UCC 300 - Select Topics (1 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 301 - Student Assistantship (1 to 3)

Student assist faculty members in teaching courses they have already completed with a grade of A or B. Open to juniors and seniors in good academic standing. Credits vary and are not determined by the credits of the course for which the student is assisting.

May be taken only once for credit regardless of the number of credits assigned to the assistantship.

UCC 320 - Service Learning (1)

Students complete 20 hours of service with a community organization or project, meet weekly with the course instructor, and complete written assignments stipulated on the course syllabus. Prerequisite(s); if any: Permission of Instructor.

UCC 370 - Internship (1 to 12)

Internships are an important part of students' professional development and allow for the application of classroom knowledge in a professional setting. Students will participate in a discipline or subject-related experience, gaining valuable skills and experience, insight to possible careers, and networking opportunities with professionals in the field. Evaluation by written or oral reports or examination Prerequisite(s); if any: Permission of instructor and approval of the school dean. Limited to juniors in good academic standing.

UCC 377 - London Learning Experience (3)

UCC 380 - Immersion Spanish in Cuernavaca, Mexico at the Universidad Internacional (1 to 12)

Following placement test administered on-site, students will be placed in appropriate level. Seven hours of daily classes. Home stay with Mexican family. Successful completion will be equivalent of SPA 101, SPA 102, SPA 201, SPA 202, SPA 237 or SPA 337.

UCC 390 - Independent Study (1 to 6)

Exploration of a problem, or problems, in depth. Individual independent study upon a plan submitted by the student. Admission by consent of supervising discipline and the academic division. Prerequisite(s); if any: Admission by consent of supervising discipline and the academic division.

UCC 400 - Select Topics (1 to 3)

Exploration of a topic (to be determined) not covered by the standard curriculum, but of interest to faculty and students in a particular semester.

UCC 402 - Research Assistant (1 to 3)

UCC 470 - Internship (1 to 12)

Internships are an important part of students' professional development and allow for the application of classroom knowledge in a professional setting. Students will participate in a discipline or subject-related experience, gaining valuable skills and experience, insight to possible careers, and networking opportunities with professionals in the field. Evaluation by written or oral reports or examination. Prerequisite(s); if any: Permission of instructor and approval of the school dean. Limited to seniors in good academic standing.

UCC 480 - International Course (1 to 12)

Offered through the Utica University Office of International Programs or the Syracuse University Division of International Programs Abroad by educational institution outside the United States. Student registers for the course at the foreign institution and is graded according to that institution's practice. OIP or DIPA works with the Utica University academic discipline to assign appropriate course level, title, and grade for the student's transcript.

UCC 490 - Independent Study (1 to 6)

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

UCC 501 - College Elective (1 to 9)

UCC 580 - International Course: Immersion Spanish (3)

UCC 590 - Independent Study (1 to 6)

Admission by consent of supervising discipline, academic division, and graduate program director.

Individual reading or research in a topic of interest between the student and the instructor.

Important Dates

Academic Calendar: https://www.utica.edu/directory/registrar/academic-calendar-and-deadlines

Final Exam Schedule: https://www.utica.edu/academic/registrar/exams.cfm

Events and Calendars: https://www.utica.edu/news-events/events

Faculty, Administrative Officers and Staff

For detailed information, please visit this link: Directory Information

Alumni Association and National Alumni Council

For detailed information, please visit this link Alumni Council

Board of Trustees

We invite you to explore our Web site so that you can learn more about the Board of Trustees and the current membership.

Honorary Degrees

Degrees Awarded by Utica College of Syracuse University

(Syracuse University Honorary Degrees)

October 19, 1961
Moses G. Hubbard
Honorary Doctor of Laws

May 1974
Allen H. Nucharth
Honorary Doctor of Humane Letters

May 1992
Thomas J. Cahill Jr. '49
Honorary Doctor of Humane Letters

Richard Benedetto '65
Honorary Doctor of Humane Letters

May 1993
Dr. Frank Lentriccia
Honorary Doctor of Humane Letters

Walter D. Edmonds
Honorary Doctor of Humane Letters

Dr. Marilyn Jacox '51
Honorary Doctor of Science

May 1985
Mstislave Rostropovich
Honorary Doctor of Letters

May 1987
Edward W. Duffy '50
Honorary Doctor of Humane Letters

May 1989
Dr. Henry DiSpirito
Honorary Doctor of Humane Letters

Dr. Eleanor Z. Baker '51
Honorary Doctor of Humane Letters

May 1994
The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Dr. Prosper Igboeli '74
Honorary Doctor of Humane Letters

May 1995
The Honorable Hugh R. Jones
Honorary Doctor of Laws

Dr. John Flagler '52
Honorary Doctor of Humane Letters

Dr. Diane Doran '78
Honorary Doctor of Science

Utica College Honorary Degrees (Conferred by Utica College Board of Trustees)

(Utica College Honorary Degrees)

1996
Dr. William Tolley
Honorary Doctor of Humane Letters

Dr. Virgil Crisafulli
Honorary Doctor of Humane Letters

Raymond Simon
Honorary Doctor of Humane Letters

Dr. Emlyn I. Griffith
Honorary Doctor of Laws

May 1996
David F. D'Alessandro '72
Honorary Doctor of Laws

1997
Dr. Alfred Tector '59
Honorary Doctor of Science

May 1998
Elsie Shemin-Roth '50
Honorary Doctor of Humane Letters

May 2006
Mike Farrell
Honorary Doctor of Laws

Dr. Albert H. Shaheen '49
Honorary Doctor of Humane Letters

May 2007
Colonel Eileen Collins
Honorary Doctor of Science

Dr. Sandro Sticca '57
Honorary Doctor of Humane Letters

May 2008
Eugene R. Corasanti
Honorary Doctor of Laws

May 2010
Martin Biegelman
Honorary Doctor of Laws

John Martin '59, Esq.
Honorary Doctor of Laws

May 1999
Theodore Martin '61
Honorary Doctor of Commercial Science

May 2000
Jan Schlictmann
Honorary Doctor of Humane Letters

May 2001
Frank Deford
Honorary Doctor of Humane Letters

F. Eugene Romano
Honorary Doctor of Laws

May 2002
Judith Viorst
Honorary Doctor of Letters

May 2003
Harold T. Clark Jr. '65
Honorary Doctor of Laws

George W. Haley
Honorary Doctor of Humane Letters

May 2004
The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Joseph P. Furgal '50
Honorary Doctor of Humane Letters

Charles A. Gaetano
Honorary Doctor of Laws

May 2005
Kate Oser
Honorary Doctor of Humane Letters

Ray Suarez
Honorary Doctor of Letters

May 2011
Raymond Serway '59
Honorary Doctor of Science

April 2012
Leonard Pitts
Honorary Doctor of Humane Letters

May 2012
Malaak Compton-Rock
Honorary Doctor of Humane Letters

May 2013
Eugene Robinson
Honorary Doctor of Humane Letters

Nguyen Thi Quynh Lam
Honorary Doctor of Humane Letters

May 2014
Dominick "Don" Carbone
Honorary Doctor of Humane Letters

Doris Wester Miga
Honorary Doctor of Humane Letters

May 2015
Samuel B. Feitelberg
Honorary Doctor of Science

Gwen Ifill
Honorary Doctor of Humane Letters

May 2016

Kujtim Cashku
Honorary Doctor of Letters

Reverend Paul J. Drobin
Honorary Doctor of Sacred Theology

HEGIS Codes

Program	Hegis Code
Accounting (B.S.)	0502
Aging Studies (Minor)	
Animal Behavior	
Anthropology (Minor)	
Biochemistry (B.S.)	0414
Biology (B.S.)	0401
Business (see Management)	
Business Administration Graduate Programs	
Business Economics (B.S.)	0517
Chemistry (B.S. or Minor)	1905
Child Life (see Psychology-Child Life)	
Communication (see Communication Arts, Journalism Studies, and Public Relations)	
Communication Arts (B.A. or Minor)	1506
Computer Science (B.S. or Minor)	0701
Construction Management (B.S.)	
Creative Writing (Minor)	
Criminal Justice (B.S.)	2105
Criminal Justice - Economic Crime Investigation (B.S.)	2105
Cybersecurity - Graduate Program	
Cybersecurity and Information Assurance (B.S.)	
Economic Crime Management (M.S.)	
Economics (B.A. or Minor)	2204
English (B.A.)	1501
English Language (Minor)	
Film Studies (Minor)	
Financial Crimes Investigation (Certificate)	5505
Foreign Languages (B.A.)	
French (Minor)	
Gender Studies (Minor)	
Geoscience (B.S. and B.A. and Minor)	
Government and Politics (B.A.)	2207
Government (Minor)	
Health Care Administration	
Health Studies (B.S.)	1299
Health Studies - Human Behavior (B.S.)	2101
Health Studies - Management (B.S.)	1202
Health Care Advocacy Navigation (Minor)	
Health Care Ethics (Minor)	
History (B.A., Minor or Dual)	2205
Homeland Security and Emergency Management (B.S. or Certificate)	
Human Rights Advocacy (Minor)	
International Studies (B.A.)	2210
Journalism Studies (B.S. or Minor)	0602

Liberal Arts - Engineering (see Physics)	
Liberal Studies (B.S.)	4901
Liberal Studies (M.S.)	4901
Literature (Minor)	
Management (B.S. or Minor)	0506
Mathematics (B.A. or Minor)	1701
Neuroscience (B.S.)	
Nursing (B.S.)	1203
Nursing (RN-B.S.)	
Nursing Accelerated Second Bachelor's Degree	
Nursing Accelerated Second Bachelor's Degree (Florida)	
Occupational Therapy (M.S.)	
Occupational Therapy - Weekend Program (M.S.)	
Philosophy (B.A. or Minor)	1509
Healthcare Ethics (Minor)	
Philosophy Justice (Minor)	
Physical Therapy (D.P.T.)	
Physics (B.A. or B.S.)	1902
Psychobiology (B.S.)	
Psychology (B.S. or B.A. or Minor)	2001
Psychology-Child Life (B.S.)	2009
Public Relations (B.S.)	0699
Public Relations-Journalism Studies (B.S.)	0601
Recreation Leadership (Minor)	
Risk Management and Insurance (B.S. or Minor)	
Sociology and Anthropology (B.A.)	2208
Sociology (Minor)	
Spanish (Minor)	
Theatre (Minor)	
Therapeutic Recreation (B.S.)	2199
Wellness and Adventure Education (B.S. or Dual)	
Writing (Minor)	