Utica University 2025 Graduate Catalog Winter-Spring

JANUARY 2025

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

About Utica University

About This Catalog

The online version of the Utica University Graduate Catalog is the official version. It contains information about specific programs as well as the policies and procedures that govern graduate education. 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 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.

Institutional Profile: About Utica University

Located in the heart of Central New York, Utica University is a comprehensive, independent, private institution founded in 1946 as Utica College. The University was originally an extension of Syracuse University that was established to meet the educational needs of returning World War II veterans. In 1978, the Middle States Commission on Higher Education separately accredited the institution as a branch campus, and in 1995, the University became a fully independent institution with a Board of Trustees that oversees its educational programs, capital assets, and financial health. The institution achieved university status in 2022.

Consistent with the University's founding mission, Utica University provides a graduate education environment that integrates liberal learning with the development and maturation of cutting-edge professional skills. Graduate programs are offered in the following schools of the University: School of Arts and Sciences, School of Business and Justice Studies, and School of Health Professions and Education.

University Mission & Values

At Utica University, we empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

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

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

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. 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).

Individual programs are also accredited by discipline-specific accrediting agencies. A complete listing of accreditations may be found at https://www.utica.edu/about-utica/accreditations.

Notice of Non-discrimination

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:

Nina Gray, Human Resources (315) 792-3012 or nngray@utica.edu

Deputy Title IX Coordinators:

David Fontaine, Director of Athletics and Physical Education (315) 792-3050 or dsfontai@utica.edu

Lauryn A. Moore, Associate Dean of Students & Campus Engagement (315) 223 - 2598 or lamoore@utica.edu

Marissa Finch, Executive Director of Student Living (315) 792-4575 or mmhall1@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.

Graduate Education

The Utica University graduate programs are committed to preparing graduates who have developed the necessary competencies for their careers and who are responsive and sensitive to the needs of the communities in which they reside, study, and work. While Utica University offers graduate programs that are career focused, the institution does not guarantee employment or placement for its graduates.

For Further Information:

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

Admission Requirements

Admission to Utica University

Applying to graduate programs at Utica University is a comprehensive process that warrants thorough consideration and preparation.

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

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

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

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

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

All applicants to graduate programs at Utica University must have a baccalaureate degree from an accredited institution and must complete the appropriate application forms. Students whose native language is not English are required to submit proof of their proficiency in English:. TOEFL (550/79), IELTS (6.5), Duolingo (100). All students whose native or first language is not English will be required to take an English proficiency examination regardless of their

TOEFL, IELTS, or Duolingo score. In addition, the individual programs have program-specific requirements (see below).

International Graduate Students

International students enhance the cultural richness and diversity of a campus community. Students whose native language is not English are required to submit proof of their proficiency in English.

Note: applicants from English speaking countries where English is the primarily language of instruction (i.e. Ghana, Nigeria, India) do not have to send language test scores.

Tests of English language proficiency, if English is not your first language. Utica University requires one of the following:

Pearson Test of English (PTE), minimum score of 53; or

Test of English as a Foreign Language (TOEFL) score of 550 written, 213 computer-based, 79-80 internet-based;

International English Language Testing System (IELTS) score of 6.0; or

Duolingo English Test (DET) score of 100

International students may also be required to take additional English courses to prepare them for future writing-intensive courses and assignments at Utica University.

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

NOTE: The university cannot process an I-20 until the successful applicant pays the $300 tuition fee. The deposit can be made through either one of the following links: www.utica.edu/deposit or https://payment.flywire.com/pay/payment. Once the deposit is made, the receipt needs to be uploaded to the applicant's student portal.

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.

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.

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

Transcript Evaluation Service

Utica University recognizes that many students with undergraduate degrees may want to look into graduate programs at Utica University that will prepare them for professional licensure in elementary and secondary education, occupational therapy, physical therapy, or professional accountancy. However, their undergraduate degree may not be in an area or

subject that allows them to easily transition into one of these graduate programs and may require other coursework to be taken before applying.

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

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

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

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

Graduate and Professional Examinations

- New York State Teacher Certification Examinations: Candidates for teacher certification must also pass the Content Specialty Test (CST) for their certification area and the Educating All Students Test (EAS) along with a locally-administered Teacher Performance Assessment (TPA). For more information, please go to: www.nystce.nesinc.com

Accounting (M.S.)

Applicants to the MS in Accounting program:

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

Business Administration

Applicants to the MBA in Professional Accountancy program:

- Bachelor's degree in Accounting from an accredited institution.
- Undergraduate GPA of at least 2.7.
- A personal statement

Applicants with limited accounting experience should have an undergraduate record that indicates a high potential to be successful on professional exams, such as the CPA, CMA, or CFE. Applicants with limited undergraduate coursework in accounting may need to satisfy accounting prerequisites**.** Per federal government regulations, international students are not eligible for this program.

Applicants to the Management (M.B.A.) - HEGIS Code 0506.00 program:

- Bachelor's degree from an accredited institution.
- Undergraduate GPA of at least 2.7.

- A personal statement.

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

Clinical Social Work (M.S.W.)

Applicants to the Clinical Social Work program must have:

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

Computer Science (M.S.)

Applicants to the Master's in Computer Science program must have:

1. An overall GPA of 3.0 or above
2. Official transcripts from schools you have attended, including a final transcript from your undergraduate school showing that you received a bachelor's degree.
3. Applicants to the Masters in Computer Science program, especially those with a baccalaureate degree outside computer science, may need to complete additional undergraduate coursework to prepare for the mathematical and technical aspects of graduate study in computing. Specifically, all applicants must have the following background:
- Calculus
- Probability/statistics
- Discrete Mathematics
- Object-Oriented Programming
- Data Structures
- Computer Architecture/Organization, and
- Principles of Operating Systems

For International Students:

When you apply, you will need to upload the following documents to your portal:

1. Transcripts from your undergraduate school. Unofficial ones are fine for now. If you attend Utica, you will need to bring official, sealed transcripts with you.
2. Official examination results showing that you have graduated from your undergraduate institution along with level of academic achievement.
3. Copy of your passport.
4. Resume.
5. Language test name and scores. Note: applicants from English speaking countries (Ghana, Nigeria, India) do not have to send language test scores. If English is not your first language. Utica University requires one of the following:

Pearson Test of English (PTE), minimum score of 53; or **Test of English as a Foreign Language (TOEFL)** score of 550 written, 213 computer-based, 79-80 internet-based; or **International English Language Testing System (IELTS)** score of 6.0; or **Duolingo English Test (DET)** score of 100

NOTE: If you do not have a bachelor's degree in computer science, you may need to complete additional undergraduate coursework to prepare for the mathematical and technical aspects of graduate study in computing.

- Calculus
- Probability/statistics
- Discrete Mathematics
- Object-Oriented Programming
- Data Structures
- Computer Architecture/Organization, and

Cybersecurity (M.S.)

Applicants to the Cybersecurity program must have:

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

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

Applicants to the Data Science (M.S.) - HEGIS Code 2299.00 Program must have:

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

Education

Graduate education application deadlines

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

Applicants to the Childhood and Special Education Program:

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

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

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

Applicants to Adolescence Education and Apprenticeship (Transitional B) program:

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

Applicants to the Special Education Teacher Certification Program:

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

Applicants to the Leadership and Instruction for Inclusive Classrooms Programs:

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

Utica University is one of a few universities in New York State approved to offer the Apprenticeship program that prepares qualified individuals to be ready to enter the classroom after a semester of intensive coursework. The remainder of the MS program is then completed online through Utica University while teaching during the day. This unique program, also known as Transitional B, is for secondary education certifications Grades 7-12 in mathematics, biology, earth science, chemistry, physics, French, Spanish, technology, social studies and English and Grades PreK-12 for Students With Disabilities.

Internal transfers within the Education Department:

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

Promise program

Per New York State Education regulations, those applicants who are otherwise qualified but have overall undergraduate GPA's under 3.0, may apply through the Promise program. The number of applicants who can be accepted is dependent on the number of new graduate students accepted for that semester (50%). An additional essay answering the questions below is required for this application.

What makes you deserve to be admitted above others, assuming not all candidates can be admitted? What have you done, and what are you currently doing that demonstrates your "promise" as a future teacher and your commitment to fulfilling that "promise"? For example, candidates might be currently working as teachers in a high need area, tutoring students, substitute teaching, or conducting other work that requires the attitudes, values, and skills required of teachers. Please share these experiences as part of your Personal Statement, and feel free to include a resume that reflects such experiences.

"Promise applicants" will be reviewed by the faculty three times a year for admission.

Family Nurse Practitioner (M.S.)

Applicants to the Nursing - Family Nurse Practitioner (M.S.) - HEGIS Code 1203.10 must have:

- An unencumbered RN license from the residing state.
    - If an offense is revealed which was not previously disclosed by the applicant on their application, the offer of admission to Utica University can be rescinded.
- GPA 3.0 or higher
- 2,000 clock hours of work experience as a registered nurse in the United States, verified by an HR Department
- Two letters of recommendation from a current nursing colleague or professional licensed as an RN, physician, or nurse practitioner
- Completion of a statistics course with a grade of "B" or higher
- A baccalaureate level health assessment course with an observed laboratory -grade of "B" or higher
- A statement of 500 words: The statement of interest must include well-constructed responses to the following:
    - 1. Describe how your professional experiences have prepared you for future education in the role, which is the focus of your desired track.
    - 2. Describe your plans to alter your work, professional, and /or personal obligations in order to have the time needed to successfully complete graduate courses and clinical work.
    - 3. Identify one significant contemporary issue/problem in the current US healthcare system and discuss how members of the nursing discipline can help address/solve the issue/problem.

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

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

Family Nurse Practitioner (C.A.S.)

Applicants to the Nursing - Family Nurse Practitioner (C.A.S.) - HEGIS Code 1203.12 must have:

- An unencumbered RN license from the residing state.
    - If an offense is revealed which was not previously disclosed by the applicant on their application, the offer of admission to Utica University can be rescinded.
- A Master's degree in nursing from an accredited nursing school
- Students will need to take the 3P's - Pathophysiology, Health Assessment, and Pharmacology at Utica University. **NOTE: these courses taken at other schools are NOT eligible for transfer.**
- GPA 3.0 or higher
- 2,000 clock hours of work experience as a registered nurse in the United States, verified by an HR Department
- Two letters of recommendation from a current nursing colleague or professional licensed as an RN, physician, or nurse practitioner
- Completion of a statistics course with a grade of "B" or higher
- A baccalaureate level health assessment course with an observed laboratory -grade of "B" or higher
- A statement of 500 words: The statement of interest must include well-constructed responses to the following:

- o 1. Describe how your professional experiences have prepared you for future education in the role, which is the focus of your desired track.
- o 2. Describe your plans to alter your work, professional, and /or personal obligations in order to have the time needed to successfully complete graduate courses and clinical work.
- o 3. Identify one significant contemporary issue/problem in the current US healthcare system and discuss how members of the nursing discipline can help address/solve the issue/problem.

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

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

Financial Crime and Compliance Management (M.S.)

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

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

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

Forensic Accounting (M.S.)

Applicants to the Forensic Accounting (M.S.) - HEGIS Code 0502.00 program must have:

- BS degree in Accounting Note: A non-accounting bachelor's degree from a regionally accredited institution is acceptable as long as the following course prerequisites are met:
  - o At least 33 hours in business courses, including at least one course each in economics, statistics, and finance.
  - o 6 credit hours in accounting
- GPA of 2.7 on a 4.0 scale.
- Official transcripts from all schools attended.
- A personal statement.
- Resume.
- Personal statement.

If your undergraduate degree is in an area other than accounting, your curriculum will also include up to five fundamental courses (15 credit hours). These can be taken alongside core coursework so you can complete the degree in a timely manner.

Health Care Administration (M.H.A)

Applicants to the Health Care Administration program must have:

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

Nursing Home Administrator (C.A.S)

Applicants to the Nursing Home Administrator Advanced Certificate (C.A.S.) - HEGIS Code 1202.00 program must have:

- Completed application
- Résumé
- Bachelor's degree from a regionally accredited institution
- Personal statement
- Overall GPA of 3.0 or above*
- Official transcripts from schools attended

Applicants who do not meet the GPA requirement are encouraged to apply and may be admitted at the discretion of the director.

The 15 graduate credit online Nursing Home Administrator certificate fulfills the education requirement for licensure in the state of New York. Utica University coursework also satisfies the New York State Department of Health's academic requirements to become a Nursing Home Administrator.

The 15 credits can be transferred into the Masters in Health Care Administration program (MHA).

Nursing Education (M.S.)

Applicants to the Nursing Education (M.S.) - HEGIS Code 1203.10 must have:

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

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

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

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

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

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

Nursing Education (C.A.S.)

Applicants to the Nursing Education (C.A.S.) - HEGIS Code 1203.12 must have:

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

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

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

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

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

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

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

Nursing Leadership (M.S.)

Applicants to the Nursing Leadership (M.S.) - HEGIS Code 1203.10 must have:

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

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

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

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

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

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

Nursing Leadership (C.A.S.)

Applicants to the Nursing Leadership (C.A.S.) - HEGIS Code 1203.12 must have:

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

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

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

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

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

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

Occupational Therapy (M.S.)

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

Applicants to the Occupational Therapy program must have:

- Bachelor's degree with a "B" average (GPA of 3.2 or higher on a 4.0 scale) from an accredited institution. We will look at applicants with a 3.0-3.199 GPA.
- Successful completion of designated prerequisite courses with a minimum grade of C. These courses include:
  - Anatomy and Physiology I & II
  - General Psychology
  - Statistics
  - Research Methods
  - Introduction to Sociology or Anthropology
  - Human Development or Lifespan Development (must cover birth through old age)
  - Upper-level (applied) anatomy courses such as Gross Anatomy or Neuroanatomy
  - Abnormal psychology
  - Biomechanics Kinesiology
  - Medical conditions and implications or pathophysiology
- 2 personal recommendations (one from a currently practicing occupational therapist and one from an academic professor).
- Knowledge of the profession through work or volunteer experience. The department will contact accepted students in the spring regarding volunteer hours.
- A physical health examination, completion of designated health requirements, and accident and health insurance.
- CPR certification for adult/child/infant.
- The following prerequisite courses need to have been taken within seven years of the date of application: Applied Anatomy, Abnormal Psychology, Research Methods, Medical Conditions and implications or pathophysiology.

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

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

For more information:

National Field Placement Services

Coordinator, Fieldwork Placement Coordinator

Ph: 1-866-294-5160
Fax: (613) 4326840
email: kaylafraser@megram.com

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

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

Entry Level Occupational Therapy (OTD) Dual Degree with Health Sciences

Freshman Applicants must have:

- High School Grade Point Average of 85.0 or higher
- HS Rank in the top 25 percentile

- Solid academic and personal profile
- Sound ability in science and math, completing at least:
    - One year of biology;
    - One year of another science, e.g., chemistry or physics
    - Three years of math

Transfer Applicants must have:

- Must meet the University's requirements for Undergraduate Transfer students.

Entry Level Occupational Therapy (OTD)

Applicants to the Occupational Therapy (entry level O.T.D.) - HEGIS Code 1208.00 program must have:

- Bachelor's degree with GPA of at least 3.2
- Completed classes prior to starting the program:
    - A four-hour credit course in Anatomy and Physiology I with Lab or equivalent (i.e. Human Anatomy, Human Physiology)
    - A four-hour credit course in Anatomy and Physiology II with Lab or equivalent (i.e. Human Anatomy, Human Physiology)
    - An applied anatomy (gross anatomy, neuroanatomy, or equivalent)*
    - Kinesiology or Biomechanics
    - An Introductory course in Sociology or Anthropology
    - General or Introductory Psychology
    - Abnormal Psychology
    - Lifespan Psychology/Human Development/Developmental Psychology (must cover birth through adult)
    - Medical Conditions and Implications/Pathophysiology/a three credit course in Medical Terminology
    - Statistics
    - Research Methods (psychology or sociology-based)
- Students must have completed all of the prerequisite courses to be considered for the OTD Entry Level program

Post-Professional Occupational Therapy Doctorate

Applicants to the Post Professional Occupational Therapy Doctorate (PPOTD) - HEGIS Code 1208.00 **must**

- Hold a current unencumbered license in occupational therapy,
- Either be currently employed in, or have 2 years of experience in, Occupational Therapy,
- Have a masters' degree in occupational therapy with a GPA of 3.0 or above,
- Have earned at least 42 credit hours of graduate level work
- Provide two (2) recommendations from graduate faculty members or professionals in the field, and
- Submit evidence of writing ability (master's thesis/capstone project or a portfolio of substantial documents) with your application.

Entry Level Physical Therapy (DPT)

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

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

- Bachelor's degree with an overall GPA of 3.2 or higher from an accredited institution.
- 2 personal recommendations (one from a currently practicing physical therapist and one from an academic professor).
- For non-native speakers of English, a minimum TOEFL score of 550 on the paper-based examination, and a minimum TOEFL score of 213 on the computer-based examination, 79 on the internet-based examination (minimum of 25 on the speaking portion required).
- An academic history that includes the courses listed below. All courses should have been taken through the appropriate departments, e.g. Biology, Chemistry, Physics, Psychology. All prerequisite courses must have been completed prior to the start of the Physical Therapy Program. All science courses must have been taken within 10 years prior to applying.
  Students must earn grades of "B-" or better in the following science courses:

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

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

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

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

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

Post-Professional (Transitional) Doctor of Physical Therapy

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

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

- TOEFL score minimum score
  - Computer-based - 213
  - Internet-based - 79-80
  - Paper-based - 550
- IELTS score minimum score - 5.5
- Citizenship of a country where English is an official language and the language of instruction in higher education.
- Hold a post-secondary degree from a US college which required completion of written and oral materials in English.

- Post-professional transitional DPT applications are reviewed, on a rolling basis, for two separate entry cohorts (January and August). For more information, visit the graduate website at www.utica.edu/admissions-grad.

Applicants to the Regulatory and Compliance Assurance Advanced Certificate (C.A.S.) - HEGIS Code 2105.00 must have

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

Academic Calendar

https://www.utica.edu/directory/registrar/academic-calendar-and-deadlines

Programs of Study

Business

Accounting (M.S.) - HEGIS Code 0502.00

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

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

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

Prerequisites for Admission to this Program

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

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

- Auditing and Attestation Services
- Taxation
- Cost of Managerial Accounting

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

- Microeconomics
- Statistics
- Finance

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

Graduates from this program will be able to:

- Formulate solutions to accounting and taxation problems that reference authoritative sources and indicate knowledge of valid accounting standards and tax laws.
- Analyze and evaluate business problems using a variety of techniques and devise data-driven solutions.
- Evaluate and design solutions for complex accounting cases using the FASB Accounting Standards Codification.
- Apply an understanding of processes and concepts involved in performing an audit.
- Analyze and apply accounting and financial information to facilitate strategic decision-making.
- Evaluate the degree of individual responsibility in common ethical dilemmas faced by accounting professionals.

Academic Requirements (30 credit hours)

Required Courses (24 credits)

- **ACC 503 - Corporate Tax (3)**
- **ACC 563 - Forensic Accounting (3)**
- **ACC 601 - Advanced Managerial Accounting (3)**
- **ACC 602 - Accounting Theory & Practice (3)**
- **ACC 607 - Financial Statement Analysis (3)**
- **ACC 613 - Advanced Auditing (3)**
- **ECN 605 - Quantitative Analysis for Management (3)**
- **FIN 613 - Advanced Corporate Finance (3)**

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

Select six credits of electives from the following:

- Any ACC course at the 500 level or higher
- Any BUS course at the 500 level or higher
- **DSC 607 - Data Mining (3)**
- **DSC 609 - Machine Learning (3)**
- **DSC 611 - Data Visualization (3)**
- **FCM 603 - Management of Fraud Prevention and Detection (3)**
- **FCM 623 - Advanced Fraud Investigation and Analysis (3)**
- **FCM 627 - Fraud Management: Risk and Compliance (3)**
- **FCM 632 - Information and Communication Security (3)**
- **MGT 617 - Corporate Ethics (3)**
- **RMI 610 - Insurance and Risk Management for Today's Professional (3)**
- **RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)**
- **RMI 630 - Insuring and Managing Risk for the Person (3)**
- **RMI 640 - Managing Risk Across the Enterprise (3)**

Management (M.B.A.) - HEGIS Code 0506.00

The Utica University blended MBA is designed for mid-career professionals who are looking to further their education and advance their career while managing issues of work/life balance. Offered in a "blended" or "hybrid" model, this

program allows students to choose the method of access which best suits their personal and educational preferences. All coursework for the program may be accessed in a classroom, online, or through a combination of both classroom and online learning. The program offers a contemporary and integrated core business education and the opportunity to pursue a unique, applied concentration tied to specific career outcomes.

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

Graduates from this program will be able to:

> • Integrate concepts from various business disciplines to identify and formulate business strategies and solve business problems.

> • Analyze and evaluate business problems using a variety of techniques and devise data-driven solutions.

> • Examine business situations and problems from a global perspective and assess how cultural differences impact businesses.

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

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

- Business Analytics
- Entrepreneurship
- Finance/Accounting
- Health Care Management
- Insurance and Risk Management (Corporate Cohorts Only)
- Cybersecurity Leadership
- General

Academic Requirements (30 Credit Hours)

Business Core (18 credit hours)

- **BUS 611 - Principles and Practices of Leadership I (1.5)**
  and
- **BUS 612 - Principles and Practices of Leadership II (1.5)**
  or
- **BUS 613 - Principles and Practices of Leadership (3)**

- **BUS 621 - Financial Fluency I (1.5)**
  and
- **BUS 622 - Financial Fluency II (1.5)**

or
- **BUS 623 - Financial Fluency (3)**

- **BUS 631 - Data-Driven Decision-Making I (1.5)**
  and
- **BUS 632 - Data-Driven Decision-Making II (1.5)**
  or
- **BUS 633 - Data-Driven Decision Making (3)**

- **BUS 641 - The Global Consumer, Markets and Logistics I (1.5)**
  and
- **BUS 642 - The Global Consumer, Markets and Logistics II (1.5)**
  or
- **BUS 643 - The Global Consumer, Markets and Logistics (3)**

- **BUS 651 - Strategy I (1.5)**
  and
- **BUS 652 - Strategy II (1.5)**
  or
- **BUS 653 - Strategy (3)**

- **MGT 615 - Human Resources Management (3)**

Specialization (9 credit hours)

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

Business Analytics

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

Take 3 of the following courses

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

Entrepreneurship

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

- Analyze the necessary decision-making processes in entrepreneurship and intrapreneurship.
- Plan, design, and create strategic and innovative business models.
- Assess and evaluate fundamental tasks associated with entrepreneurship and intrapreneurship that involve human capital, logistics, and technology.

Take 3 of the following courses

- **BUS 517 - Small Business Innovation (3)**
- **BUS 527 - Digital Marketing (3)**
- **BUS 537 - Small Business Funding (3)**
- **BUS 547 - Venture Implementation (3)**

Finance and Accounting

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

- Analyze and apply accounting information to facilitate strategic decision making.
- Employ financial decision models to select appropriate projects for a business enterprise and manage firm growth through strategies such as mergers, acquisitions, international expansion, and new venture development

Take 3 of the following courses

- **ACC 563 - Forensic Accounting (3)**
- **ACC 601 - Advanced Managerial Accounting (3)**
- **ACC 607 - Financial Statement Analysis (3)**
- **FIN 613 - Advanced Corporate Finance (3)**

Health Care Management

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

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

Take 3 of the following courses

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

Insurance and Risk Management (Corporate Cohorts Only)

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

- Apply a variety of risk analysis techniques to evaluate risk/loss exposures and design appropriate risk management solutions in personal/individual and commercial settings.
- Apply a variety of risk analysis techniques to evaluate risk/loss exposures and design appropriate risk management solutions to manage risk across the business enterprise.

Take 3 of the following courses

- **RMI 610 - Insurance and Risk Management for Today's Professional (3)**
- **RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)**
- **RMI 630 - Insuring and Managing Risk for the Person (3)**
- **RMI 640 - Managing Risk Across the Enterprise (3)**

Cybersecurity Leadership

In today's business world, cybersecurity leaders need the technical understanding of current security threats and issues, and the strategic thinking and organizational planning skills required to ensure their businesses and organizations have developed a holistic approach to information security. In the Cybersecurity Leadership specialization students examine today's most common cybersecurity threats, the impacts they have on businesses and national infrastructure, and explore techniques to develop and implement security planning in large organizations.

- **CYB 605 - Principles of Cybersecurity (3)**
- **CYB 668 - Organizational Risk Management Frameworks (3)**

Take 1 of the following courses

- **CYB 667 - Critical Incident Command, Response, and All Hazards (3)**
- **FCM 633 - Networks and Internet Security (3)**

General Management

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

Capstone (3 credit hours)

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

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

Professional Accounting (M.B.A.) - HEGIS Code 0502.00

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

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

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

Student Learning Goals

Graduates from this program will be able to:

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

Academic Requirements (30 Credit Hours)

Business Core

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

- **BUS 651 - Strategy I (1.5)**
- **BUS 652 - Strategy II (1.5)**

Required Accounting Classes

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

Elective Classes in the MBA Concentration

Select three electives from the following - at least **two** *of them must have an ACC prefix.*

- **ACC 503 - Corporate Tax (3)**
- **ACC 515 - Advanced Accounting (3)**
- **ACC 563 - Forensic Accounting (3)**
- **FIN 613 - Advanced Corporate Finance (3)**
- **MGT 617 - Corporate Ethics (3)**
- Any ACC class 600 level or higher (3)

Prerequisites for Admission to this Program

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

1. At least 21 credit hours of accounting courses, which must include at least one three-hour course in each of the following areas:

- Financial Accounting and Reporting
- Taxation
- Cost or Managerial Accounting
- Auditing and Attestation Services.

2. A minimum of 21 credit hours of general business courses. Accounting courses are not considered general business courses and cannot be used to satisfy this requirement.

Justice Studies

Cybersecurity (M.S.)* - HEGIS Code 2105.00

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

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

Utica's online M.S. in Cybersecurity offers students advanced education and hands-on experience in cybersecurity operations (red & blue team), critical national infrastructures, cloud infrastructure security, secure software and network design, and investigative principles including:

- An understanding of the major concepts in cybersecurity, digital forensics, cyber defense (blue team), cloud security, penetration testing (red team), and electronic crime.
- Ethics and legal issues as applied to cybersecurity operations and policy.
- A practical knowledge of cybercrime investigations, including methods for investigating modern threats like ransomware and business email compromises.

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:

- Digital Forensics
- Cyber Operations
- Cybercrime and Fraud

Student Learning Goals

- Analyze cyber-attack, tactics, techniques, and procedures and design effective defenses.
- Evaluate cybersecurity and risk management issues as they relate to securing and defending both information technology and critical national infrastructures.
- Collect and analyze data in support of threat hunting and incident response efforts.
- Demonstrate critical thinking, research, and writing skills related to the domain of cybersecurity.

*Utica University has been designated as a National Center of Academic Excellence in Information Assurance and Cyber Defense Education by the National Security Agency (NSA) and the Department of Homeland Security. This prestigious five-year designation (2019 - 2024) puts Utica University in the elite ranks of colleges and universities with cybersecurity curricula, faculty and facilities that meet or exceed very stringent national criteria

Academic Requirements (30 Credit Hours)

Cybersecurity Foundations (18 credit hours)

- **CYB 605 - Principles of Cybersecurity (3)**
- **CYB 625 - Programming Applications for Cybersecurity (3)**
- **CYB 631 - Cloud Infrastructure (3)**
- **CYB 633 - Defending Critical National Infrastructures and National Security (3)**
- **CYB 640 - Security Automation and Active Cyber Defense (3)**
- **CYB 653 - Securing and Defending Networks (3)**

Digital Forensics Specialization Requirements (9 credit hours)

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

- **CYB 651 - Computer Forensics and Investigation Methods (3)**
- **CYB 652 - Intrusion Forensics and Network Analysis (3)**
- **CYB 691 - Malware Practicum (3)**

Cyber Operations Specialization Requirements (9 credit hours)

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

- **CYB 641 - Offensive Security Operations (3)**
- **CYB 642 - Attack Surface Management (3)**
- **CYB 691 - Malware Practicum (3)**

Cybercrime and Fraud Specialization Requirements (9 Credits)

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

- **FCM 601 - Financial Crime, Compliance Management (3)**
- **FCM 631 - Fraud Management and Technology (3)**
- **FCM 642 - Advanced Fraud Analysis (3)**

Multiple Specializations

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

1. They must have the approval of their academic advisor and the Program Director.

2. Courses should be taken in sequential order. Each specialization should be completed before starting the other.

3. Courses may not be taken in tandem nor can eight week courses be doubled up.

4. The Capstone project CYB 689 can only be taken upon the completion of the specializations.

Capstone (3 credits)

- **CYB 689 - Advanced Topics in Cybersecurity (3)**

Financial Crime and Compliance Management (M.S.) - HEGIS Code 2105.00

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

The master of science degree program in Financial Crime and Compliance Management - the only graduate level program of its kind in the United States-provides professional education to members of private corporations,

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

The Financial Crime and Compliance Management program combines the areas of management, technology, analytical skills, and a knowledge and understanding of economic crime from a global perspective. The master's degree program was developed in cooperation with the Board of Advisors of the Economic Crime Institute (ECI), a body comprised of individuals who are leaders in various industries and governmental organizations that are adversely impacted by economic crime.

Student Learning Goals

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

Academic Requirements (36 Credit Hours)

Management Courses (9 credit hours)

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

Economic Crime Courses (6 credit hours)

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

Technology Courses (9 credit hours)

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

- **FCM 633 - Networks and Internet Security (3)**

Analytical Skills (6 credit hours)

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

Cumulative Experience (6 credit hours)

- **FCM 651 - Professional Project I (3)**
  and
- **FCM 652 - Professional Project II (3)**
  or
- **FCM 653 - Thesis I (3)**
  and
- **FCM 654 - Thesis II (3)**

Education

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

- **The Master of Science degree program in Childhood Education*** is designed for students who seek certification to teach children in grades 1-6.
- **The Master of Science degree program in Childhood and Special Education*** is designed for candidates seeking initial certification in both childhood and special education, grades 1-6.
- **The Master of Science degree program in Adolescence Education*** is designed for candidates seeking certification to teach biology, chemistry, English, mathematics, physics, or social studies to students in grades 7-12.
- **The Dual Degree Program with BA in History (see Undergraduate Catalog) and a Master of Science in Adolescence Education** is designed for candidates who are admitted at the undergraduate level into the 5-Year BA History-MS Adolescence Education program. Candidates earn a bachelor's degree in History and obtain New York State initial/professional certification in adolescence education with their Master of Science degree.
- **The Dual Degree Program with a BS in Communication and Media (see Undergraduate Catalog) and Childhood Education, Grades 1-6 (M.S.) - HEGIS Code 0802.00** is designed for candidates who are admitted at the undergraduate level into the 5-Year BS Communications and Media-MS Childhood Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood education with their Master of Science degree.
- **The Dual Degree Program with a BA in Communication and Media (see Undergraduate Catalog) and Childhood Education, Grades 1-6 (M.S.) - HEGIS Code 0802.00** is designed for candidates who are admitted at the undergraduate level into the 5-Year BA Communications and Media-MS Childhood Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood education with their Master of Science degree.
- **The Dual Degree Program with a BS in Communication and Media (see Undergraduate Catalog) and Childhood and Special Education, Grades 1-6 (M.S.) - HEGIS Code 0802.00** is designed for candidates who are admitted at the undergraduate level into the 5-Year BS Communications and Media-MS Childhood and Special Education program. Candidates earn a bachelor's degree in Communications and Media and obtain New York State initial/professional certification in childhood and special education with their Master of Science degree.

- **The Dual Degree Program with a BS in Wellness and Adventure Education (see Undergraduate Catalog) and a Master of Science in Physical Education and Health Education** is designed for candidates who are admitted at the undergraduate level into the BS Wellness and Adventure Education-MS Physical Education and Health Education program. Candidates earn a bachelor's degree in Wellness and Adventure Education and obtain New York State initial/professional certification in physical education and health education with their Master of Science degree.
- **The Master of Science degree program in Adolescence and Students with Disabilities Grades 7-12 Generalist** * is designed for candidates seeking initial certification in both adolescence and special education, grades 7-12.
- **The Master of Science degree program in Adolescence Education-Apprenticeship Teacher Certification Program** is a specialized option for students in the high-need teaching areas of biology, chemistry, earth science, English, French, mathematics, physics, social studies, Spanish, or technology. Candidates in this program must complete an intensive 200-hour course of study during the summer. They then finish their degree program while engaged in mentored teaching as full-time employees of a local school district.
- **The Master of Science degree program in Students with Disabilities Grades 7-12 Generalist*** is designed for candidates seeking initial certification in special education, grades 7-12.
- **The Master of Science degree program in Special Education Teacher Certification** is designed for candidates who have initial, provisional, or professional certification in childhood grades 1-6 and who wish to add certification in special education.
- **The Master of Science in Education degree program in Leadership and Instruction for Inclusive Classrooms*** provides certified teachers and related professionals the values, knowledge, and practices needed to work in inclusive elementary and secondary school classrooms and in educational environments. The Master of Science in Education degree program provides courses of study appropriate for students seeking professional teacher certification at any grade level and is also appropriate for those not seeking certification.
- **The Master of Science degree program in Educational Leadership and Administration** is designed for candidates seeking a master's degree and New York State certification as a school building leader. Candidates must hold a permanent or professional teaching certificate, have three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.
- **The Master of Science degree program in Educational Leadership and Administration** - Non-certification is a program of study for candidates seeking a master's degree but not seeking New York State certification as school building leader.
- **The Certificate of Advanced Study (CAS) School Building Leader** is a program of study for candidates seeking New York State certification as a school building leader. By completion of the program, to be certified as school building leaders, candidates must hold a professional teaching certificate, three years of teaching experience, and successfully complete the written and performance components of the State assessment in school building leadership.
- **The Certificate of Advanced Study (CAS) School District Leader** is a program of study for candidates seeking New York State certification as school district leader. By completion of the program, to be certified as school district leaders, candidates must hold a professional teaching certificate, three years of teaching experience, complete a minimum of 60 credit hours of approved graduate study above the bachelor's degree, and successfully complete the written and performance components of the State assessment in school district leadership.

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

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

Non-Matriculated Students

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

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

Internal Transfers within Educator Preparation Programs

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

Academic Policies Specific to Education Students

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

TEAC Claims and Cross-cutting Liberal Education Themes

Education Program

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

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

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

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

Educational Leadership and Administration Program

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

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

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

Cross - cutting Liberal Education Themes for all Programs

Learning how to learn

Multicultural perspectives and accuracy

Technology

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

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

**Pending NYSED approval

Adolescence and Students with Disabilities Grades 7-12 Generalist (M.S.) - HEGIS Code 0803.00

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

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

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

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 demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively

Academic Requirements (52 Credit Hours)

Required Courses (40 credit hours)

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

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

- **EDU 529 - Special Education: Laws and Procedures (3)**
- **EDU 533 - Adolescent English/Language Arts Methods (3)**
  or
- **EDU 534 - Adolescent Social Studies Methods (3)**
  or
- **EDU 535 - Adolescent Mathematics Methods (3)**
  or
- **EDU 537 - Adolescent Science Methods (3)**

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

Professional Development in Education (3 credit hours)

Choose one course

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

Student Teaching (9 credit hours)

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

NYSED Initial Certification

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

Adolescence Education, Grades 7-12 (M.S.) - HEGIS Code 0803.00

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

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

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

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 demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively

Academic Requirements (40 Credit Hours)

Required Courses (28 credit hours)

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

- **EDU 533 - Adolescent English/Language Arts Methods (3)**
  or
- **EDU 534 - Adolescent Social Studies Methods (3)**
  or
- **EDU 535 - Adolescent Mathematics Methods (3)**
  or
- **EDU 537 - Adolescent Science Methods (3)**
  or
- **EDU 524 - P-12 Technology Education Methods (3)**
  or
- **EDU 543 - Adolescent Foreign Language Methods (3)**

- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**

- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development: Implications for Educators (3)**

Student Teaching Internship (9 credit hours)

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

- **EDU 675 - Student Teaching I (4)**
- **EDU 676 - Student Teaching II (4)**
  OR
- **EDU 677 - Residency I (4)**
- **EDU 678 - Residency II (4)**

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 5-6

Academic Requirements (12 credit hours)

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

Alternate Certification (Trans B) Apprenticeship Teacher Certification - HEGIS Code 0899.50

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

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

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

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 demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively

Academic Requirements (38 Credit Hours)

Required Courses (29 credit hours)

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

- **EDU 524 - P-12 Technology Education Methods (3)**
  or
- **EDU 533 - Adolescent English/Language Arts Methods (3)**
  or
- **EDU 534 - Adolescent Social Studies Methods (3)**
  or
- **EDU 535 - Adolescent Mathematics Methods (3)**
  or
- **EDU 537 - Adolescent Science Methods (3)**
  or
- **EDU 543 - Adolescent Foreign Language Methods (3)**

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

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Childhood and Special Education, Grades 1-6 (M.S.) - HEGIS Code 0802.00

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

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 degree candidates demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively.

Academic Requirements (55 Credit Hours)

Required Courses (43 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 502 - Literacy and Comprehension: Grades 1-6 (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 511 - Introduction to Teaching (1)**

- **EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 529 - Special Education: Laws and Procedures (3)**
- **EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)**
- **EDU 544 - Science and Technology Methods: Grades 1-6 (3)**
- **EDU 545 - Mathematics Methods: Grades 1-6 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development:Implications for Educators (3)**

Student Teaching Internship (9 credit hours)

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

Professional Development in Education (3 credit hours)

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

Childhood Education, Grades 1-6 (M.S.) - HEGIS Code 0802.00

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood Education. Candidates must have 6 credit hours in each of the following: English, mathematics, science and social studies**.** Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 7-9 may do so by taking additional courses.

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

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

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 degree candidates demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively.

Academic Requirements (43 Credit Hours)

Required Courses (31 credit hours)

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

Student Teaching Internship (9 credit hours)

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

- **EDU 675 - Student Teaching I (4)**
- **EDU 676 - Student Teaching II (4)**
  OR
- **EDU 677 - Residency I (4)**
- **EDU 678 - Residency II (4)**

Professional Development in Education (3 credit hours)

Choose one course

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

Middle Childhood Extension

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

Grades 7-9

Academic Requirements (9 credit hours)

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

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

Health & Physical Education Teacher Prep (M.S.) - HEGIS Code 0835.01

This program is the final step for candidates seeking the New York State certification to teach physical education (PE) and health education (HE) and coach interschool athletics. It utilizes the PE and HE content from the undergraduate Health Education & Physical Education (B.S.) program and applies that knowledge as students become qualified teachers. It is designed primarily for students matriculating from the Utica University undergraduate Health Education & Physical Education (B.S.) program but students holding a degree from another institution may also be eligible for admission.

Please note that this program requires moderate physical activity including running, jumping, climbing, and tumbling. Students must complete a minimum of 100 hours of fieldwork. Student teaching in physical education and health education is also required.

Students must earn a B- or better in all graduate level EDU courses and must maintain a 3.0 GPA.

The program shall include a requirement that the candidate has completed study that prepares candidates with 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 language other than English; scientific and mathematical processes; and written analysis and expression.

Program 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

Major Courses - Graduate

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 546 - Physical Education Methods (3)**
- **EDU 548 - Health Education Methods (3)**
- **EDU 553 - Curriculum and Assessment in Physical Education and Health Education (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 621 - Inclusive Classroom Strategies I (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **EDU 697 - Professional Development in Education: Graduate Dossier (3)**

30 Credit Hours

Mandatory Non-credit Bearing Workshop

- First Aid & CPR - Provided by the Red Cross

Student Teaching

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

9 Credit Hours

Program Credits

Graduate Major Course Requirements	30 Credits
Graduate Student Teaching	9 Credits
Total Program Credit Hours	39 Credits

Leadership and Instruction for Inclusive Classrooms (M.S.Ed.) - HEGIS Code 0801.00

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

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 demonstrate an understanding of effective assessment of learning practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively

Academic Requirements (30 Credit Hours)

Required Courses (21 credit hours)

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

Content Area Electives (6 credit hours)

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

Professional Development in Education (3 credit hours)

Choose one course

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

Social Work (M.S.W.) Traditional Entry - HEGIS Code 1201.00

The online Master of Social Work program prepares students to become social workers and offer a wide-range of therapies and other social work services to individuals, families, groups, and communities in hospitals, private practice settings, schools, and social service settings. The MSW program offers the 60 credits of coursework and the 900 hours of field education credit necessary to earn the MSW degree, as well as meet the requirements of the New York State Education Department, both of which are necessary to take the entry-level licensing exam in the New York State (and other US states).

The Traditional MSW Program is intended for students with a bachelor's degree, with the exception of those students entering with bachelor,s degree in social work (BSW) who may be admitted to the Advanced Standing MSW Program. Students can enter the program at the beginning of the Fall, Spring, or Summer Semesters, and the program has two sequential phases. The program begins with a strong generalist foundation of social work education and 400 hours of social work field placement experience at an external agency or organization. The generalist-level courses are taken over eight, eight-week terms consecutively over the summer, fall and spring semesters. After completing the generalist phase, students move to the specialist level of the program. The specialist-level courses have stronger emphasis on clinical social work and recovery approaches. At the specialist level, students engage in advanced courses and participate in field placement for another 500 hours. The specialist-level courses are also taken over an additional eight, eight-week terms consecutively over the summer, fall and spring semesters. In total, graduates leave the MSW program with a minimum of 60 graduate credits, in addition to the 900 field practicum hours as required by CSWE, the accrediting body for social work education.

Retention and Graduation Requirements

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

Student Learning Goals

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

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

MSW Traditional Program Academic Requirements (60 Credit Hours)

Generalist Level (30 credit hours)

- **SWK 501 - Human Behavior in the Social Environment (3)**
- **SWK 503 - Evidence for Practice (3)**
- **SWK 504 - Power, Privilege, and Oppression (3)**
- **SWK 511 - Social Work With Individuals, Families, and Groups (3)**
- **SWK 521 - Field Seminar 1 (3)**
- **SWK 502 - Recovery Theory, Values, and Skills (3)**
- **SWK 508 - Social Welfare History & Policy (3)**
- **SWK 505 - Mental Health and Mental Illness (3)**
- **SWK 506 - Advocacy for Mental Health (3)**
- **SWK 522 - Field Seminar 2 (3)**

Specialized Level (30 credit hours)

- **SWK 601 - Clinical Social Work Practice I (3)**
- **SWK 602 - Clinical Social Work Practice II (3)**
- **SWK 605 - Motivational Interviewing (3)**
- **SWK 606 - Cognitive Behavioral Therapies (3)**
- **SWK 621 - Field Seminar 3 (3)**
- **SWK 608 - Social Work with Communities and Organizations (3)**
- **SWK 614 - Clinical Case Evaluation (3)**
- **SWK 616 - Trauma and Recovery (3)**
- **SWK 622 - Field Seminar 4 (3)**
- **SWK 617 - Addiction and Recovery (3)**
- Cumulative Exam

Special Education Apprenticeship (preschool -grade 12) (M.S.Ed.)

This is a 38-credit hour graduate program of study designed for candidates who possess a baccalaureate degree with a minimum of 30 credit hours in the liberal arts, with a minimum cumulative undergraduate grade point average of 3.0. Candidates must have 6 credits of college-level work in mathematics, science, English language arts, and social studies prior to admission. Candidates in the Special Education Apprenticeship Alternative Teacher Certification Program must complete an intensive plan of study during their first semester including field experience in a public-school setting, pass three NYS teacher certification exams, and secure employment as a classroom teacher to qualify for the Transitional B teaching certificate. Candidates then finish their degree program, which includes completing a Teacher Performance Assessment (TPA) while engaged in mentored teaching as full-time employees of a local school district. Upon the student's successful completion of academic program and degree conferral, Utica University makes NYSED recommendation for Initial and Professional Certification in special education preschool- grade 12.

Program Learning Goals (PLGs) - 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 degree candidates demonstrate an understanding of effective assessment of learning 1practices.

6. Our candidates have multicultural perspectives and accuracy

7. Our candidates use technology effectively

Required Courses (35 credits)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 507 - Mentoring I (1)**
- **EDU 508 - Mentoring II (1)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 513 - Transitional B Supervision 1 (1)**
- **EDU 514 - Transitional B Supervision 2 (1)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 529 - Special Education: Laws and Procedures (3)**
- **EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)**
- **EDU 613 - Transitional B Supervision 3 (0)**
- **EDU 614 - Transitional B Supervision 4 (0)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 632 - Data-Based Decision Making (3)**

Professional Development in Education (3 credit hours)

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

38 credits

Special Education P-12 (M.S.Ed.) HEGIS code 0808.00

This is a program of study designed for candidates who have initial, provisional, or professional certification in childhood grades 1-6 or adolescence education grades 7-12 and who wish to add certification in special education preschool-grade 12 (p-12).

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

- 6 credit hours of study at the undergraduate level or above in each of the following is required: English, History, Mathematics, Sciences. Courses must show a grade of C or above, at the undergraduate level, or must be B- or above at the graduate level.
- An undergraduate GPA of 3.0 is required for admissions and must be maintained throughout the program.

Program Learning Goals (PLGs) - 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 degree candidates demonstrate an understanding of effective assessment of learning 1practices.

6. Our candidates have multicultural perspectives and accuracy.

7. Our candidates use technology effectively.

Academic Requirements (31 Credit Hours)

Required Courses (27 credit hours)

- **EDU 505 - Foundations of Special Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 529 - Special Education: Laws and Procedures (3)**
- **EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 616 - Environmental Design for Effective Inclusion (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **EDU 698 - Professional Development in Education: Current Issues (3)**

Student Teaching Internship (4 credit hours)

- **EDU 675 - Student Teaching I (4)**

Students with Disabilities P-12 (M.S.) HEGIS code 0808.00

This is a program of study for candidates who have a bachelor's degree and who wish to seek initial certification in special education (Students with Disabilities) preschool to grade 12.

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

- Major or the equivalent in one or more of the liberal arts and sciences.
- 6 credit hours of study at the undergraduate level or above in each of the following is required: English, History, Mathematics, Sciences. Courses must show a grade of C or above, at the undergraduate level, or must be B- or above at the graduate level.
- An undergraduate GPA of 3.0 is required for admissions and must be maintained throughout the program.

Program Learning Goals (PLGs) - 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 degree candidates demonstrate an understanding of effective assessment of learning 1practices.

6. Our candidates have multicultural perspectives and accuracy.

7. Our candidates use technology effectively.

Academic Requirements (49 Credit Hours)

Required Courses (37 credit hours)

- **EDU 501 - Foundations of Literacy (3)**
- **EDU 503 - Literacy and Comprehension: Middle-Adolescence (3)**
- **EDU 505 - Foundations of Special Education (3)**
- **EDU 511 - Introduction to Teaching (1)**
- **EDU 512 - Practical Teaching Methodologies (3)**
- **EDU 521 - Foundations of American Education (3)**
- **EDU 525 - Assessment of Children and Youth with Special Needs (3)**
- **EDU 528 - Methods and Curriculum for Students with Complex Support Needs (3)**
- **EDU 529 - Special Education: Laws and Procedures (3)**
- **EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)**
- **EDU 615 - Learning and Cognition (3)**
- **EDU 632 - Data-Based Decision Making (3)**
- **PSY 604 - Child and Adolescent Development:Implications for Educators (3)**

Professional Development in Education (3 credit hours)

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

Student Teaching (9 credit hours)

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

Health Studies

Interprofessional Education

Nursing

Nursing - Family Nurse Practitioner (C.A.S.) - HEGIS Code 1203.12

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

Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.
2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.
8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-department

Required Courses

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

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

22-31 Credit Hours

Includes 775 Practicum Hours (550 In-Person Hours and 225 Simulation Hours)

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

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

Family Nurse Practitioner Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.
2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.

8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-department

Major Course Requirements

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

48 Credit Hours

Includes 775 Practicum Hours (550 In-Person Hours and 225 Simulation Hours)

Nursing Education (C.A.S.) - HEGIS Code 1203.12

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

Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.

2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.
8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-department

Required Courses

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

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

16-25 Credit Hours

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

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

Nursing Education Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.
2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.
8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-departmen

Major Course Requirements

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

42 Credit Hours

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

Nursing Leadership (C.A.S.) - HEGIS Code 1203.12

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

Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.
2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.
8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-departmen

Required Courses

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

18 Credit Hours

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

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

Nursing Leadership Program Goals

1. Integrate contemporary nursing knowledge as well as knowledge from other disciplines within the advanced nursing practice specialty within a variety of settings.
2. Manage evidence-based person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, and developmentally appropriate within the advanced nursing practice specialties.
3. Collaborate with communities, public health, government entities, and others to facilitate health equity from prevention to disease management and influence social justice for the improvement of population health outcomes.
4. Synthesize and disseminate nursing science to inform and support transformative health care.
5. Develop and lead safety initiatives to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Lead interprofessional collaboration efforts across professions and with care team members, patients, families, and communities, to optimize care, enhance the healthcare experience, and improve outcomes.
7. Lead initiatives to effectively use resources and provide cost-effective, safe, quality, and equitable care across diverse populations within complex systems.
8. Analyze and evaluate data to lead decision making and deliver safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.
9. Model a sustainable professional identity that includes accountability, integrity, perspective, collaborative disposition, respect for others, inclusivity, and ethical comportment that reflect characteristics and values of the advanced nursing practice specialty.
10. Use self-reflection to mentor and lead activities that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the development of nursing expertise and leadership qualities.

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-department

Major Course Requirements

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

35 Credit Hours

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

Occupational Therapy

Occupational Therapy (entry level O.T.D.) - HEGIS Code 1208.00

**NOTE: The entry level OTD program has been approved by NYSED and is currently in the candidacy phase with the Accreditation Council for Occupational Therapy Education (ACOTE) with anticipated accreditation in 2025.

The entry-level Occupational Therapy doctoral program is a total of three years (8 semesters). The first two years focus on the development of foundational knowledge in the curricular threads of occupation, critical thinking, professional development, diversity, practice competency and research. These threads provide students with the general knowledge and skills needed to be successful entry-level practitioners.

In-depth learning begins in the second semester of year two. This learning builds upon the foundational threads with a focus on the curricular themes areas of best practice therapist, educator, advocates, theory developer and leader. An emphasis on these themes will provide the students with the necessary knowledge and skills to become agents of change within the profession, the community, and society.

Program Goals and Curricular Threads

The following program goals and curricular threads apply to the foundation knowledge and skills obtained in the first two years of the graduate program.

Curricular thread #1: **Occupation** is the integral thread in the fabric of the curriculum for occupational therapy. Successful graduates from this program will......

Program goal 1: Demonstrate an understanding of how engagement in occupation supports participation in context.

- At the end of the first year: Articulate a working definition of OT and apply occupationbased concepts to the occupational therapy process within practice settings.
- At the end of the second year: Evaluate and facilitate occupation-based practice with people, populations and communities.

Curricular thread #2: Autonomous, **critical thinking** serves as an essential foundation for the development of the clinical reasoning, reflective thinking, and synthesis of research needed for evidence-based practice. Successful graduates from this program will.......

Program goal 2: Demonstrate critical thinking and analysis for innovative, evidence-based practice.

- At the end of the first year: Develop reflective thinking and apply circles of evidence to the occupational therapy process within practice settings.
- At the end of the second year: Analyze and synthesize evidence to support innovative, occupation-based practice for people, populations and communities.

Curricular thread #3: Professional development is critical to the continuing competency of an occupational therapist who responds in a professional, effective, and ethical manner. Successful graduates from this program will......

Program goal 3: Demonstrate ethical and professional behaviors.

- At the end of the first year: Develop awareness of ethics and professional behaviors and apply concepts in a variety of practice settings.
- At the end of the second year: Identify and navigate ethical and professional dilemmas to support positive outcomes for people, populations and communities.

Curricular Thread #4: The appreciation of **diversity** is a foundation for cultural responsiveness and respectful engagement with people, populations and communities. Successful graduates from this program will......

Program Goal 4: Demonstrate cultural responsiveness and an appreciation of diversity to promote occupational justice and inclusion.

- At the end of the first year: Demonstrate an appreciation of diverse social and environmental factors impacting health, occupational justice, and participation in occupations across contexts.
- At the end of the second year: Demonstrate skills in addressing occupational needs of diverse people, populations and communities in a way that considers social and environmental factors.

Curricular Thread #5: The program supports practice competencies across the occupational therapy process in varied settings. Successful graduates from this program will......

Program Goal 5: Demonstrate **competent occupational therapy practice** in settings across the occupational therapy process for people, populations, and communities and in collaboration with other professionals.

- At the end of the first year: Demonstrate competency in the roles and activities required of a highly effective, collaborative entry-level occupational therapist practicing in a variety of adult contexts.
- At the end of the second year: Demonstrate competency in the roles and activities required of a highly effective, collaborative entry-level occupational therapist practicing in a variety of children contexts.

Curricular Thread #6: The program places an emphasis on **research** and evidence to support decision-making inherent to the practice and scholarship of occupational therapy. Successful graduates from this program will......

Program goal 6: Demonstrate the skills necessary to assume the role of beginning research investigator.

- At the end of the first year: Demonstrate the skills necessary to be an informed consumer of research.
- At the end of the second year: Demonstrate the skills necessary to be an informed consumer of research, synthesizing existing evidence for decision making, and life-long scholarship.

In-depth learning in the third year, builds upon these foundational threads. Keeping with the intent of the curriculum and mission of the program, students continuing on to year three will develop advanced competencies in the roles of an **agent of change**. Successful graduates from this program will become change-agents demonstrating the knowledge and skills to competently perform as:

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

Academic Requirements (108 Credit Hours)

- **OCT 505 - Theoretical Basis of Occupational Therapy (3)**
- **OCT 506 - Human Occupations (3)**
- **OCT 521 - Documentation in Practice (1)**
- **OCT 525 - Fundamentals of Transformative Learning (2)**
- **OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)**
- **OCT 527 - Case-Informed Discussion: Adults (2)**
- **OCT 543 - Fieldwork Level IA Prep (0)**
- **OCT 549 - Research Seminar I (1)**

- **OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)**
- **OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)**
- **OCT 553 - Fieldwork Level IA (1)**
- **OCT 561 - Professional Roles: Development (3)**
- **OCT 567 - Fieldwork Level IIA Preparation (0)**
- **OCT 568 - Occupational Therapy Research Analysis and Integration (2)**
- **OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)**
- **OCT 572 - Occupational Performance: Adults (0,4)**
- **OCT 573 - Fundamentals of Occupational Therapy Practice I (2)**
- **OCT 574 - Fundamentals of Occupational Therapy II (2)**
- **OCT 601 - Occupational Performance: Children (0,4)**
- **OCT 602 - Synthesis: Occupation-Based Practice with Children (2)**
- **OCT 604 - Case-Informed Discussion: Children (2)**
- **OCT 605 - Fundamentals of Occupational Therapy III (2)**
- **OCT 608 - Foundations in Occupational Science (3)**
- **OCT 622 - Writing for the Profession (2)**
- **OCT 623 - Fieldwork Level IB Preparation (0)**
- **OCT 633 - Fieldwork Level 1B (1)**
- **OCT 637 - Occupational Therapy Manager (3)**
- **OCT 649 - Research Seminar II (1)**
- **OCT 651 - Fieldwork Level IIB Preparation (0)**
- **OCT 654 - Fieldwork Level IIA (6)**
- **OCT 656 - Fieldwork Level IIB (6)**
- **OCT 668 - OT Research Dissemination (2)**
- **OCT 688 - Culminating Project I: Becoming an Agent of Change (1)**
- **OCT 698 - Culminating Project II: Project Exploration (1)**
- **OCT 721 - Culminating Project III: Project Proposal Development (3)**
- **OCT 722 - Culminating Project IV: Proposal Defense and Experiential Component Preparation (3)**
- **OCT 735 - Best Practice in Emerging Areas with Adults (3)**
- **OCT 736 - Best Practice in Emerging Areas for Children and Adolescents (3)**
- **OCT 745 - Advanced Theory and Theory Development (3)**
- **OCT 753 - Seminar: Leadership within the Occupational Therapy Profession (1)**
- **OCT 788 - Culminating Project V: Experiential Component and Final Project (8)**
- **IPE 504 - Interprofessional Practice and Leadership (1)**
- **HCA 521 - Health Care Systems: A Continuum of Care (3)**
- **BUS 611 - Principles and Practices of Leadership I (1.5)**
- **BUS 612 - Principles and Practices of Leadership II (1.5)**

Note

A certification exam prep course will occur at the end of the spring semester of the third year.

Occupational Therapy (M.S.) - HEGIS Code 1208.00

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 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814; 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's 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.

- Occupation is integral to the practice of occupational therapy.
- Strong autonomous, critical thinking serves as an essential foundation for evidence-- based practice.
- Professional development is critical to the continuing competency of an occupational therapist.
- Cultural competency and an appreciation of diversity is necessary for person-centered care.
- Competency in the occupational therapy process is necessary as occupational therapists intervene with a variety of populations and within a variety of practice settings.
- 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 (69 Credit Hours)

First Year

First Semester (19 credit hours)

- **OCT 505 - Theoretical Basis of Occupational Therapy (3)**
- **OCT 506 - Human Occupations (3)**
- **OCT 525 - Fundamentals of Transformative Learning (2)**
- **OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)**
- **OCT 543 - Fieldwork Level IA Prep (0)**
- **OCT 551 - Fieldwork Level IC: Impact of Social Context on Practice (1)**
- **OCT 553 - Fieldwork Level IA (1)**
- **OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)**
- **OCT 573 - Fundamentals of Occupational Therapy Practice I (2)**
- **IPE 504 - Interprofessional Practice and Leadership (1)**

Second Semester (17 credit hours)

- **OCT 527 - Case-Informed Discussion: Adults (2)**
- **OCT 549 - Research Seminar I (1)**
- **OCT 552 - Fieldwork Level IC: Psychosocial Factors Influencing Occupations (2)**
- **OCT 561 - Professional Roles: Development (3)**
- **OCT 567 - Fieldwork Level IIA Preparation (0)**
- **OCT 568 - Occupational Therapy Research Analysis and Integration (2)**
- **OCT 572 - Occupational Performance: Adults (0,4)**
- **OCT 574 - Fundamentals of Occupational Therapy II (2)**
- **OCT 521 - Documentation in Practice (1)**

Third Semester - Summer (6 credit hours)

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

Second Year

First Semester (17 credit hours)

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

Second Semester (10 credit hours)

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

Note:

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

Post Professional Occupational Therapy Doctorate (PPOTD) - HEGIS Code 1208.00

Utica University's post-professional Occupational Therapy Doctorate (OTD) offers practicing licensed occupational therapists the post-professional degree they need to advance their careers. The program is offered in a hybrid manner with courses offered in both online and on-ground format. Electives are provided either on-ground or online. Students may study either full-time or part-time.

Explicitly designed for licensed occupational therapy professionals, students select course options allowing them to plan their program of study to focus on individual career goals. Courses for clarity are centered on the view of an occupational therapist as a change agent, requiring knowledge and skills in various roles. Graduates complete advanced practice, education, advocacy, theory development, and leadership courses. An evidence-based occupational therapy (EBOT) capstone project provides an opportunity to demonstrate the achievement of program goals.

Capstone projects are published through ProQuest electronic thesis dissertation (ETD), the electronic full-text database. The ProQuest database is searchable through most academic and research libraries. Students retain copyright to the material.

Admission

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

Retention

Students must meet the University's criteria for graduate academic progress and professional behavior which can be found in the Academic Policies and Procedures section of the University's Graduate Catalog.

Program Goals

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

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

Academic Requirements (30 Credit Hours)

Core Courses (15 credit hours)

Leadership

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

  or

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

Advanced Best Practice

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

Theory Development

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

Advocacy

Education

Elective Courses (9 credit hours)

Students will complete nine hours of electives. There are two advising specializations available within elective offerings including healthcare leadership and education which students may select as a focused path of study. Students do not have to choose a specialization and with the advisor's consent, may elect to take appropriate elective courses that align with their professional career interests and needs. **electives require permission from the respective faculty teaching the course

Healthcare Leadership

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

Education K-12 (Take 3 of 4)

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

Capstone (6 credit hours)

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

Physical Therapy

Physical Therapy (DPT) - HEGIS Code 1212.00

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, extended care facilities, industry, sports medicine, private offices, home health, and school systems. Physical therapists serve patients of all ages, from newborns to older individuals. Physical therapists assume responsibility for the patients, clients, and families with whom they interact. Physical therapists respond to society's diverse, dynamic, and complex needs and recognize the value of lifelong learning and the application of new knowledge.

The Department of Physical Therapy offers multiple programs, including the Entry Level Program (DPT), Post Professional (PPtDPT), and Residency Programs. The Entry Level DPT Program consists of three years of on-campus full-time study to prepare students to enter the profession. The DPT Program empowers students to transform into successful professionals who care for others with competence, integrity, and compassion. The Entry Level DPT Program strives to graduate physical therapists who elevate the standards of physical therapist practice while "transforming society by optimizing movement to improve the human experience" (APTA vision statement, 2018).

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.

The entry-level DPT curriculum integrates traditional instruction with case analysis to guide, stimulate, and challenge student learning as well as foster development of clinical reasoning skills. Learning experiences include lectures, small group discussion of clinically relevant case studies, hands-on laboratory practice, integrated clinical experiences, and full-time clinical experiences.

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."

The Utica University Entry Level DPT curriculum meets the educational requirements that allow graduates to be eligible for the National Physical Therapy Examination (NPTE) and pursue a physical therapist license to practice in the U.S. However, additional requirements for licensure or certification beyond these educational requirements may vary in each state. These additional, non-educational requirements may include jurisprudence assessment, criminal background check, professional liability insurance or others. Students are encouraged to familiarize themselves with any other requirements in the state in which they intend to seek licensure.

Student Learning Goals

Goal #1. Demonstrate the knowledge and skills necessary for entry-level physical therapist practice.

Expected Outcomes

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

2. demonstrate the clinical skills necessary to provide comprehensive patient/client management across the lifespan and in a variety of practice settings.

3. demonstrate the knowledge and skills necessary for professional practice administration.

4. demonstrate sound clinical reasoning skills that are based on the best available evidence.

Goal #2. Demonstrate entry-level professional behaviors and care for individuals with compassion and integrity.

Expected outcomes

1. demonstrate responsible behaviors toward society consistent with Utica University's Mission and Values, and the American Physical Therapy Association's (APTA's) Core Values.

2. participate in community service and/or advocacy activities.

3. effectively communicate with all stakeholders.

Academic Requirements (108 Credit Hours)

Doctoral Program in Physical Therapy: Course Sequence

Summer 1: (6 credits)

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

Fall 1: Foundations of Physical Therapy (17 credits)

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

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

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

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

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

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

- **DPT 681 - Professional Development III (1)**
- **DPT 682 - Clinical Sciences: Neuromuscular (3)**
- **DPT 683 - Case Analysis: Neuromuscular (2)**
- **DPT 684 - Motor Development, Learning and Control (2)**
- **DPT 685 - Evidence in Clinical Practice II (2)**
- **DPT 686 - Neuromuscular System I: Across the Lifespan (0,3)**
- **DPT 687 - Neuromuscular Systems II: Adults (0,2)**
- **DPT 688 - Neuromuscular System III: Pediatrics (1)**
- **DPT 689 - Caring for the Community III (1)**

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

- **DPT 691 - Professional Development IV (1)**
- **DPT 693 - Case Analysis: Additional Systems (2)**
- **DPT 695 - Evidence in Clinical Practice III- Capstone Experience (2)**
- **DPT 696 - Examination/Interventions: Cardiovascular and Pulmonary Systems (0,5)**
- **DPT 697 - Examination/Interventions: Integumentary and Other Systems (0,4)**
- **DPT 698 - Management of Complex Musculoskeletal Conditions (0, 2)**
- **DPT 699 - Caring for the Community IV (1)**

Fall 3: Clinical Education (12 credits)

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

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

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

Post-Professional Transitional Program for Licensed Physical Therapists (PPtDPT) - HEGIS Code 1212.00

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

Designed specifically for licensed physical therapy professionals with BS/MS degree credentials, the online post-professional tDPT program is competitively priced and committed to provide students with a program of study that builds on their prior education. Students can complete the tDPT program in as few as 16 months. The online tDPT curriculum is designed to augment students' current knowledge, gained through entry-level education that was designed prior to the advent of doctoral level preparation. This program provides guidance to obtain the professional recognition and credentials consistent with the clinical practice expectations in a direct-access environment. It builds on the skills, knowledge and experience of practicing clinicians and entitles graduates to the title of Doctor of Physical Therapy (DPT).

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

Mission Statement

The mission of the post-professional transitional DPT program is to promote the growth of licensed physical therapists who have already completed professional (entry-level) education by providing clinically relevant learning activities that broaden evidence based clinical knowledge and promote professional development to the current doctoral standard resulting in a post-professional clinical doctorate degree.

Student Learning Goals

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

Academic Requirements (18 Credit Hours)

Required Courses

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

Capstone Threads

Community Health Program

Teaching and Learning

Professional Inservice

Case Report Writing

Advanced Clinical Practice

Note:

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

Liberal Studies

Data Science

Financial Policies and Procedures

Financial Aid

There is one form of financial assistance: loans. Federal loans usually are guaranteed and offered at low-interest; repayment usually is due 6 months after the student graduates, leaves college, or drops below half-time. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each academic year.

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

Federal Aid Application Processes

- Students must file FAFSA at https://studentaid.gov
- Students must provide documentation of all income by the deadline, if requested, to the Division for Student Success. Documentation includes, but is not limited to, IRS tax transcripts, 1099 forms, and letters from sources such as social security, welfare, pension, etc.
- Students must actively accept or decline offered awards through their Bannerweb account.

Federal Direct Loans for Graduate Students

- **Direct Unsubsidized Loan**

- o Eligibility for Direct Unsubsidized Loans is determined using the FAFSA.
- o This type of loan accrues interest while the student is enrolled. Students may choose to pay the interest each month while in school, or allow the interest to accumulate.
- o Borrowing limits are a maximum of $20,500 per academic year.
- o The interest rate for a Federal Direct Unsubsidized Loan is fixed for the life of the loan, and it is effective each year on July 1. Each loan disbursement will have a net loan origination fee deducted. The net fee changes annually on October 1.
- o No credit check is required. If a student is not in default on a prior educational loan, does not owe a repayment of federal grant funds, and meets federal aid eligibility requirements, a student will be approved to borrow the Direct Unsubsidized Loan.
- o Students will be required to complete a promissory note and entrance counseling.

- **Graduate PLUS Loan**
  - o Eligibility for Graduate PLUS loans is determined using the PLUS loan application found on https://studentaid.gov/.
  - o The Graduate PLUS loan is based on a credit check and the student may borrow up to the cost of attendance less any other aid received.
  - o Graduate students are required to complete the Free Application for Federal Student Aid (FAFSA) in order to use the Direct Graduate PLUS loan program.
  - o This type of loan accrues interest while the student is enrolled. Students can choose to pay the interest each month while in school or allow the interest to accumulate.
  - o The interest rate for a Federal Direct Graduate PLUS Loan is fixed for the life of the loan and is effective each year on July 1. Each loan disbursement will have a net loan origination fee deducted. The net fee percentage changes annually on October 1.
  - o A credit check is required for this loan. If adverse credit history is present, a credit-worthy co-signer is needed.

Federal Satisfactory Academic Progress

Policy for Graduate Financial Aid Applicants

Federal regulations (General Provision CRF 668.1) require that Utica 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 (1) must complete their degree within a specified period; (2) demonstrate they are making progress towards the completion of their degree by earning a minimum number of credits hours each semester; and (3) achieve a GPA that is consistent with meeting graduation requirements. This regulation applies to each financial aid applicant, whether a previous recipient or not.

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

Financial Assistance Programs Affected

Federal Programs   **Institutional Programs**

- Direct Loan
- Graduate PLUS Loan
  - Utica University Endowed Scholarships

Annual Evaluation

Annual financial aid Satisfactory Academic Progress (SAP) evaluations will be completed at the end of each academic year and cannot take place until final grades have been posted. This review will determine academic eligibility for the upcoming summer, fall, and/or spring terms. Every student who applies for financial aid must be making Satisfactory Academic Progress, regardless of whether they are a first-time applicant or have received financial aid in the past. Any

financial assistance offered for the year ahead is subject to cancellation if the minimum standards of satisfactory academic progress were not met in the year prior.

Incoming graduate students will be considered for financial aid for one academic year prior to the evaluation of Satisfactory Academic Progress. At the end of the first academic year of attendance at Utica 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 an emailed letter from the Division for Student Success.

Federal/Institutional Standards

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

Standards for Receiving Federal Financial Aid:

a. All graduate students must earn 67% credits attempted per year and;
b. Maintain a cumulative GPA of 3.0 or better after their first academic year and beyond; and
c. Complete a master's program within three (3) academic years of initiation to receive consideration for Federal Loans.

Earned credit hours include:

Grades of A through C or S (with credit)

Transferred credits - provided they meet degree requirements

Credits earned from a Consortium Agreement or Study Abroad Program

Attempted credit hours include:

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

Billed course hours

Repeated courses - both attempts

Withdrawals

Failures - Failed (F), Unsatisfactory (U)

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

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

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

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

Maximum Time Frame for Degree Completion

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

Failure to Meet Satisfactory Academic Progress

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 Division for Student Success.

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

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

Appeal Process

The emailed letter of denial from the Division 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 date of receipt. All SAP decisions are final, and students cannot appeal the decision.

If the appeal is approved and the University 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 University determines that the student will require more than one semester to meet cumulative SAP standards, the University may develop an academic plan specifically for the student. The student may also receive aid during the fall semester while on financial aid probation. All students on financial aid probation during the fall semester will have their SAP re-evaluated before the spring semester. To remain eligible for financial aid during the spring semester, the student must be meeting cumulative SAP standards, or the standards specified in their individual academic plan. As stated previously, students terminated from receiving financial aid can re-establish eligibility by successfully earning the cumulative credits and GPA required for SAP at their own expense.

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

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

Glossary of Satisfactory Academic Progress (SAP) Terms

- Attempted credits - any hours attempted by the student (includes completed credits, billed course hours, repeated courses, withdrawals, failures, incompletes, and all accepted transfer credits)
- Billed course hours - most billable course hours can be considered attempted of hours if not retaking a course with a passing grade.
- Credits completed - hours completed with a grade of A, B, C, F, or Pass.
- Credits accrued - hours completed with a passing grade of A, B, C, or Pass over the student's college career.
- Cumulative Grade Point Average - grade point average over the student's career at Utica 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.

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

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

Return to Title IV Federal Refund Policy

This policy is for all students receiving federal and institutional aid who completely withdraw from classes. This includes students who complete the official withdrawal process and students who unofficially withdraw by ceasing to attend classes.

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

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

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

A simple equation to explain the process is:

(% of term completed) x (total aid awarded) = earned   aid

(Total aid awarded) (earned aid) = unearned aid to be returned to federal government

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

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

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

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

- Financial Aid funds are returned to the Federal Department of Education in the following order:
    - Unsubsidized Direct Loans (other than Direct PLUS Loans)
    - Direct PLUS Loans

If a student is subject to an over-award of federal financial aid funds, they will only become over payments if Utica University cannot correct them before funds are disbursed to a student. An over payment exists when some or all of the funds that make up an over-award have been disbursed to the student.

If a student is responsible for repaying the over payment, Utica University will attempt to collect the over payment from the student by issuing a student bill for immediate payment. If the University is unable to collect the over-award from the student, the student will be reported to the Department's Default Resolution Group for future collection actions.

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

A program is considered to be offered in modules if a course, or courses, in the program do not span the entire length of the payment period or period of enrollment. Online programs at Utica University are an example, each semester is 16 weeks but each course is only 8 weeks. These classes are considered modular programs.

As defined in the July 1, 2021 final regulations, for all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment. final regulations, for all programs offered in modules, a student is a withdrawal for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment. Exceptions to this rule are: if the institution has written confirmation from the student that they will attend a module that begins later in the same enrollment period; the student completes the requirements for graduation; the student completes one or more modules that, together, comprise at least 49% of the days in the payment period; or the student completes coursework equal to or greater than the coursework required for half-time enrollment.

The regulations require the institution to determine whether Title IV funds must be returned based on the number of days actually completed and/or actively participated versus the number of days the student was scheduled to attend during the payment period. When a student withdraws or stops attending all of their classes before completing more than 49% of the enrollment period, the student may no longer be eligible for the full amount of federal financial aid the student was originally awarded.

The regulations prevent students from enrolling in modules spanning the period, completing a portion of the period, and retaining all aid for the period.

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

1. After beginning attendance in the payment period or period of enrollment, did the student 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.

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

Military Tuition Assistance Program

When you enroll in a Utica University graduate degree program your military tuition assistance (TA) may help cover the cost of your tuition. Eligible military-connected students must obtain TA approval from your commander in order to receive the benefit. Eligible students should also contact their Education Services Officer (ESO) prior to finalizing their enrollment. Tuition Assistance is NOT a loan. It is a special incentive for current military which you have earned for service to your country. For more information please contact your ESO, call or email the Division 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/

Payment Options

Grad (PLUS) Loan

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

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

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

Private/Alternative Education Loan

An Alternative Education Loan is an education loan in the student's name. It is not a guaranteed federal loan and must go through an approval process that usually requires a credit-worthy co-signer. We encourage you to research various private loans. Utica University provides a useful private loan comparison tool that lists our top 10 historically used private loans by our students at www.utica.edu/loan-compare.

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

Direct Payments

If after viewing your billing statement, you would prefer to make a payment directly to Utica University, we offer two payment options. To view your billing statement and access our payment site, please visit the website bannerweb.utica.edu and Enter Secure Area to log in. Then navigate to your account settings through Student Services > Student Account > Access My Account.

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

A payment plan is the other option available. If you are a main campus student, enrolling in our payment plan allows you to pay the semester balance in five (5) installments. When you enroll in the payment plan, you will be required to make an initial down payment of 1/5 of the total amount due plus a $75 enrollment fee. Online student enrolling in our payment plan allows you to pay in four (4) installments. When you enroll in the payment plan, you will be required to make an initial down payment of 25% of the total amount by the due date. If the balance is not completely paid on or before the last installment, a $50 late fee will be charged to the student's account.

Institutional Refund Policy

Refund Policy for Main Campus Students

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

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

Refund Schedule:

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

Thereafter, no refund will be given.

Room
100% Refund through the end of week 2

Board
100% prior to 1st meal offered.

Pro-rated through end of week 9

Students who partially drop but are still in attendance for one or more classes at the University 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, Hybrid, and Modular* Students

The date on which a student notifies the Office of the Registrar of his or her complete withdrawal in writing will be used as the basis for determining tuition refund. Please refer to your department for exact dates. The student will need to contact his or her Financial Aid Counselor to discuss the financial implications of the withdrawal. The student will need to complete a withdrawal form to complete the process. Complete Withdrawal: https://www.utica.edu/forms/complete-withdrawal

Please note that this may affect any financial aid and the billing statements. Any concerns, please contact a Financial Aid Counselor in the Division for Student Success at 315.792.3179 or finaid@utica.edu.

*Modular courses are courses that run part of term, typically 8 weeks in length.

Refund Schedule:

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

Tuition and Expenses

For a list of current tuition rates, fees, and other expenses, please visit the following link: https://www.utica.edu/tuition-and-financial-aid/tuition-and-fees/tuition-and-fees-graduate

* Tuition charges and fees are subject to change.

Student Resources

Campus Dining Services

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

For menus and hours, visit uticadiningservices.com.

Campus Safety

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

Safety officers are also responsible for enforcing the University's safety rules and regulations. Officers' conduct themselves with the highest degree of professionalism, and are committed to maintaining good campus and community relations. Each year the Office of Campus Safety publishes a safety awareness brochure that contains campus safety

policies and resources as well as statistics on campus crime as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

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

Utica University's Division of Diversity, Equity, and Inclusion & Student Transitions works to create an equitable and inclusive Utica University community by engaging in long-term, ongoing anti-racism and anti-discrimination work. Acknowledging that our lived experiences are shaped by multiple inter-sectional identities and traditions, the DEI&ST staff create safe spaces for community-building events and brave spaces for robust dialogue across experiences and identities. Further information about this division's programs and services may be found at https://www.utica.edu/diversity.

The Jeremy C. Thurston '00 Center for Career Readiness serves students in partnership with alumni, employers, faculty, and staff, through services and resources that include coaching, assessments, programming, outreach, and recruitment activities. Complete information about this operation's programs and services may be found at https://www.utica.edu/directory/thurston-center-for-career-readiness.

Division of Student Success

The Division of Student Success is responsible for providing proactive academic support to students. The Division include the Office of Learning Services, Tutoring, and Success Coaching. The Division's goal is to provide the academic support necessary for students to take responsibility for their learning so they are well equipped to engage in the Utica University community. To learn more about the Division of Student Success or to discover who your success coach is, please visit https://www.utica.edu/directory/student-success

Learning Services

The Office of Learning Services aims to ensure that students with disabilities have an equal educational opportunity with other students. This office is also committed to promoting access and awareness as a resource to all members of the Utica University community. Information about requesting accommodations may be found at https://www.utica.edu/directory/center-student-success/office-learning-services.

Peer Tutoring

Free tutoring in most subjects is available to all Utica University students. Information on tutorial support may be found at https://www.utica.edu/tutoring.

The Frank E. Gannett Memorial Library supports learning and teaching at Utica University by providing information resources, services, and integrated spaces for students, faculty, staff, alumni, and the wider community. Access to the library is available online at https://www.utica.edu/directory/library

The Office of Student Affairs fosters students' development through empowering, challenging, and supporting students to achieve their goals. To learn about the programs and services offered by the Office of Student Affairs, visit https://www.utica.edu/directory/student-affairs/

Student Living & College Engagement

The Office of Student Living and Campus Engagement provides services, entertainment, education and opportunities that will enrich students' residential and co-curricular experiences at Utica University. Through social and educational efforts, the office impacts student persistence while developing individuals that will make meaningful contributions to Utica University and their future communities. Information on **Residential Life and Student Living** may be found at https://www.utica.edu/studentliving. Campus engagement opportunities, student activities, and clubs & organizations may be accessed at https://www.utica.edu/college-community/living-campus/campus-engagement-and-student-activities.

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

Student Conduct & Community Standards

The Office of Student Conduct and Community Standards supports the mission of the University by educating students about appropriate behavior and fostering a community where academic success can occur. Information about the student conduct process may be found at https://www.utica.edu/student-conduct. The University's **Code of Student Conduct** may be accessed at https://www.utica.edu/student/conduct/Utica_University_Code_of_Student_Conduct.pdf

Health & Wellness Center

The Health and Wellness Center strives to meet students' overall health needs and promotes optimum wellness by providing an array of services and preventative programs. The Center aims to educate and support students to help improve and sustain their overall well being:https://www.utica.edu/directory/health-and-wellness-center.

Proof of Immunization

All full and part-time graduate and undergraduate students must comply with New York State Public Health Law #2165 and #2167, including students who have residencies or take classes on campus. Students must provide the Student Wellness Center with proof of immunization for Measles, Mumps, Rubella, and meningitis. Students may complete and sign a waiver form declining the meningitis vaccine only.

International students are required to show proof of immunizations prior to traveling to the United States. Given the worldwide outbreak of measles, we will have zero tolerance for failure to comply with our policies.

The deadline for clearing your record is 14 days from the start **of classes, both for the Fall and Spring semesters per New York State Public Health law 2165.** Failure to provide immunizations after that date will result in cancellation of your registration.

For further information, visit https://www.utica.edu/directory/health-center/health-policies.

Health Insurance

Utica University requires **all full-time students and all part-time nursing students** to have health insurance coverage. 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. To waive the health insurance plan, please go to Haylor, Freyer & Coon, Inc. at http://www.haylor.com/college/utica-college/

International students are **required** to purchase the health insurance plan designed for international students. **There is no waiver for this plan.**

The Utica University Counseling Center provides students with the support needed to handle difficult times and improve their overall well being.To learn more about this operation's programs and services or to make an appointment to see a counselor visit https://www.utica.edu/student-counseling-services.

The **HWC Prevention Education** program is an effort to enhance prevention education and services primarily to victims of sexual assault, domestic violence, dating violence and stalking (SADVS), but also includes prevention education and bystander training efforts to prevent issues in other areas like alcohol abuse. The original development and implementation of this program was made possible through a grant in 2019 of $298,330 from the Department of Justice's Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program.

For information about training or connecting with a confidential resource, visit https://www.utica.edu/prevention.

Academic Policies and Procedures

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.

Academic Appeals

Academic appeals are petitions by students to change a decision rendered about an academic matter. Students must have reasonable grounds for filing an appeal. Not liking a decision that was made or a grade earned does not constitute grounds for an appeal. For information on grounds for an appeal and how to file an academic appeal, see the Academic Appeals page on the University's website.

Academic Freedom

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

Academic Dishonesty

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/Senior Vice President for Academic Affairs. The Provost/Senior 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.

Academic Program, Change of

Any student wishing to change their graduate academic program must submit an Application to Change Graduate Program of Study. Acceptance into the desired program is not guaranteed and admissions requirements for the requested program still apply. Applicable Utica University courses that were completed as part of the old program automatically transfer to the new program. Graduate students readmitting and changing their program will have the six year limit clock reset for the new program. If applicable, see Readmission Application Past the Six-Year Limit.

Academic Progress

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

Academic Expectations

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

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

Academic Standing Levels

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

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

Financial Aid Standing (FAS) - For the purposes of financial aid, students with a cumulative GPA below a 2.0 are considered to not be in good standing which may affect eligibility for financial aid.

Students whose GPA has fallen below 3.0 have up to the completion of their program to raise their GPA to 3.0. If the cumulative GPA is raised to 3.0, the Graduate Academic Probation will remain on the transcript for each term that the GPA was under 3.0 but the student will go into Good Academic Standing for the term where the cumulative GPA is 3.0

or higher. If a student is placed on graduate academic probation as a result of a grade of "F", the student must successfully repeat that course in the next term it is offered.

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

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

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

Academic Probation and Dismissal

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

A letter of dismissal* will be issued to any student who earns two grades of F and/or WF. This dismissal decision may be appealed to the Academic Standards Committee. For information on grounds for an appeal and how to file an academic appeal, see the Academic Appeals page on the University's website.

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

Some programs may have stricter policies or procedures. Please see program-specific pages for additional requirements to remain in good academic standing.

*Students who are dismissed and wish to return, at any point, must submit an appeal to the Academic Standards Committee: https://www.utica.edu/academic/appeals.cfm

Additional Degrees

Graduate Certificates and Master's Programs

Students may complete both a graduate certificate program and a master's degree program concurrently or consecutively.

In the case where students are taking both a graduate certificate program and a master's degree concurrently, courses that are required by both programs, together with their credit hours and earned grades, will be applied to both programs. There is no limit to the number of courses or credits that may satisfy the requirements for both programs, but the courses must be identical and not require an Alternative Degree Requirement (ADR).

In the case where students have completed a graduate level certificate program at Utica University and are subsequently accepted into a Utica University master's degree program that requires one or more of the courses that have been taken to satisfy the certificate requirements, those courses, credit hours, and earned grades will be applied to the subsequent program. There is no limit to the number of courses or credits that may satisfy the requirements for both programs, but the courses must be identical and not require an Alternative Degree Requirement (ADR).

Second Master's Degree

Students may not be enrolled in more than one master's level program simultaneously. Students who have completed a master's degree program at Utica University and who are accepted into an additional master's level program may use courses from the completed master's to satisfy the content and credit requirements of the subsequent program, with the following stipulations:

1. Courses transferred in to a subsequent master's level program must originally have been taken at Utica University and not transferred in from another college or institution.
2. The courses must be identical and not require an Alternative Degree Requirement (ADR).
3. The original course must have earned a grade of B or higher.
4. Courses transferred in to the subsequent program will be noted as transfer courses.
5. Courses that have been used in a previous program will be excluded from the calculation of the subsequent program's GPA.
6. At least 33% of the credits applied to the subsequent master's must be unique and not have been applied to any previous graduate level program.
7. The culminating academic experience must be unique to the subsequent master's and may not be transferred from any other program or institution.

Advising

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

Athletic Eligibility

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

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

Auditing

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

Clinical Education and Field Work Experiences

Clinical education and field work experiences are an integral component of some graduate programs. These experiences require that the student applies what was learned in the classroom to a hands-on setting. To qualify for clinical education and field work experiences, students must demonstrate the ability to meet the academic and professional standards of the program.

Code of Student Conduct

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

Complaint Procedure

In keeping with its mission and values, Utica University strives to resolve student complaints and grievances within the University using policies and procedures outlined in the University catalogs, the Student Handbook, the Student Code of Conduct, or other University procedures.

Though unfortunate, we recognize that there are times and circumstances that require students to file a formal complaint regarding a violation. The processes for filing various complaints may be accessed on this webpage.

Information on filing complaints related to various situations (e.g. sexual misconduct, discrimination, bias, unfair grading practices) may be found at https://www.utica.edu/student-complaint-process

Confidential Thesis or Capstone Projects

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

Continuous Enrollment

Graduate students at Utica University must be:

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

Students who do not fall into one of three above categories and have not been dismissed from the university will be deactivated and lose matriculated status.Students who have completed all of the course requirements for their graduate degree except for their culminating academic experience (e.g., thesis, capstone project, comprehensive exam, portfolio/dossier), must maintain enrolled until their final thesis or project has been approved with all required edits completed or the comprehensive exam has been taken and passed. At the discretion of the program director, this can be accomplished by enrolling in a 998 continuous student enrollment course and paying the appropriate tuition/fee every semester until completion. The six-year time limit for completion of degree begins at the initial date of matriculation in

a program and includes all-time accumulated through enrollment in a 998 course. Failure to enroll in a 998 course will result in loss of matriculated status.

Copyrighted Material and Unauthorized Peer-to-Peer File Sharing

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

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

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

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

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

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

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

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

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

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

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

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

Utica University additionally takes its obligations pursuant to the Digital Millennium Copyright Act (DMCA) very seriously. If Utica University receives a notice concerning a possible infringement, the DMCA requires Utica

University to take certain steps to ensure illegal file sharing or other copyright violations occurring on the Utica University network have been stopped. If Utica University receives such a notice about the copyright-infringement material in your possession, your computer privileges will be temporarily suspended and you will be required to remove the infringing material from your computer.

Course Cancellation

The University reserves the right to cancel any course if it is under-enrolled. Students enrolled in a course that is canceled will receive notification via their Utica University e-mail account. Students may also verify their schedule via BannerWeb.

Course Numbering

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

Credit Hours

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

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

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

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

Culminating Academic Experience Requirements

In keeping with the requirements of the New York State Department of Education, Utica University requires that all graduate students complete research or a comparable occupational or professional experience, which the University calls Culminating Academic Experiences. Each graduate program determines which experience option(s) are available to students in the program (e.g., passing a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project).

At Utica University, individual graduate programs have program-specific research requirements. For complete information and requirements, students should obtain additional information from the program in which they are matriculated. A culminating academic experience must be unique to the program the student is enrolled in and may not be transferred from any other program or institution.

Deferred Entry

Students accepted into a graduate program at Utica University may request to defer entry for up to one year, subject to approval by the director of the graduate program in question. Before deferred entry is granted, the student must pay the

tuition deposit, which is non-refundable. In order to defer entry beyond one year, a student must re-apply after the first year and pay a second tuition deposit.

E-mail

All students, staff, and faculty are issued an official Utica University e-mail account and are required to use it for official communication with Utica University students, staff, and faculty. Your Utica University 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 University e-mail account can be found at www.utica.edu/helpsheets.

Experience Credit

Only in exceptional circumstances will Utica University allow for experience credit. Experience credit is limited to six credits in a program, and the experience credit must have produced the learning equivalent to taking a course in the program. A student wishing to receive experience credit must submit an Application for Graduate Experience Credit to their program director, who in turn submits the form with their endorsement to the appropriate school dean. If approved some type of formal evaluation demonstrating knowledge of the information appropriate to the course must occur, such as a 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.

Grade Changes

Once a grade has been reported, it may not be changed except to correct an error. All such cases must be reported by the course instructor and require the approval of the academic school dean. If a student believes that the grade reported by the course instructor is not accurate and after talking with the instructor still believes there is an error, the student may petition the Academic Standards Committee for a grade change by filing an appeal: https://www.utica.edu/academic/appeals.cfm

Grade Point Average

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

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

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

Grades of AU and P are not calculated into the grade point average, nor is any credit received. For most courses at Utica 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 for each course. In this catalog, the number of credit hours is indicated in parentheses after the course listing. A graduate student must have a 3.0 Overall GPA or better in order to graduate.

Grading Scale

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

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

Graduate Level Courses Taken By Undergraduate Students and Applied to Graduate Programs

Graduate level courses taken as an undergraduate while at Utica University in order to meet undergraduate program requirements, including total credits required for graduation, will count towards meeting the course and credit requirements of a Utica University graduate program, subject to the following conditions:

1. The student has earned a grade of B or better.
2. The grade earned in the graduate level courses taken at the undergraduate level will not be factored in to the graduate level GPA.
3. The course meets the graduate level program requirements without requiring substitution permission (Alternative Degree Requirements).
4. Permission for any 600-level course taken at the undergraduate level must be obtained from the student's adviser and the director of the program offering the course.
5. A maximum of 6 credits of 600-level courses may be taken by an undergraduate student.

Graduation Approval

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

To be approved for graduation, a student must:

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

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

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 an MS in Cybersecurity and then an MBA may walk twice, once for each degree program.

Human Subjects in Research

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

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

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

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

Inactive Students

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

Incomplete (I) Grade

A grade of I (Incomplete) must be agreed upon by both the student and the instructor and should include the completion of an Incomplete Contract Form. The amount of time granted to complete the Incomplete will be set by the instructor at the time the grade is submitted, but the default time frame is six weeks from the latest final grades due date of a given

semester. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time. However, the student must remain enrolled in either another credit-bearing course or in 998 Continuous Student Enrollment (see Continuous Enrollment). Completing requirements for a course does not remove the Incomplete from the record. The I remains a permanent part of the academic record and transcript with the final grade being attached to it (e.g., IA, IB). Grades of Incomplete may affect student financial aid; contact the Office of Student Financial Services for more information.

Independent Study or Project

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

Leave of Absence

Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete the appropriate Leave of Absence form and provide appropriate documentation where requested. Non-Medical leave of absence will be granted for one semester at a time only. Time accumulated during a leave of absence does not count toward the time limitation for completion of a graduate degree.

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

A leave of absence may NOT be used in place of enrolling in a 998 Continuous Student Enrollment course.

For details regarding Medical Leaves of Absence, please refer to the Registrar's Office website: https://www.utica.edu/directory/registrar.

Leave, Medical

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

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

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

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

It is not necessary for a student to apply for a MLOA if they have a registration record for that semester. A grade of WD counts as a registration record. An MLOA is inappropriate for a student who withdraws from all classes after the

start of a semester and gets WD grades since an MLOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester and will suffer no adverse effects due to the fact that he or she was not eligible to apply formally for an MLOA.

Confidentiality of Medical Information:

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

Leave, Military-Related

If you will be leaving for military duty or are returning from an assignment, please contact the Office of Academic Affairs at provost@utica.edu

Utica University policy for military-related leave:

- You will need your official orders for military duty sent to the Utica University Registrars Office.

- There will be no academic penalty for withdrawing from your courses provided that you - (a) notify each of the instructors of your leave within reasonable time frames, (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 the Office of Academic Affairs and provide written proof of your case.

Make-up Examinations

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

Matriculation

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

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

Policies Specific to Nursing

Nursing has additional policies that are unique to their program. Please visit the following link for the Nursing Program Handbooks: https://www.utica.edu/directory/nursing-department

Readmission Application Past the Six-Year Limit

Students who have been absent from Utica University so long that the six-year limit for completing the degree has expired but who wish to return to the University must submit an appeal to your school office in addition to the readmission form. Graduate students readmitting and changing their program will have the six-year limit clock reset for the new program.

Refund Policy

The University's refund policy may be found at https://www.utica.edu/directory/student-success/financial-aid-services.

Repeating a Course

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

Note that a student is required to repeat a course in which a grade of F is received.

Residencies

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

Residency

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

Schedule Changes by Student

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

Student Employees, Confidentiality for

Students working in Utica University offices (student employees, resident assistants, student interns, or graduate assistants) are considered employees of the University, and as such are sometimes required to handle confidential

materials. Students are asked to sign a statement of confidentiality. If a student knowingly reveals information learned in confidence while working in a University office, the University reserves the right to take disciplinary action.

Student Records, Access to and Release of

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

The policy of Utica 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.
    a. The Office of the Registrar maintains the student's official academic record, admissions material, copies of official correspondence with the student, and copies of information concerning the student's academic record sent to prospective employers or other educational institutions at his or her request. These files are maintained by the registrar.
    b. The Center for Student Success maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major or is on academic probation. These copies are maintained by the director of student development.
    c. The Office of Student Financial Services maintains files containing information related to financial aid applications and awards. These files are maintained by the executive director, Office of Student Financial Services.
    d. The Office of Student Employment maintains files containing information related to a student's employment in all campus-based work programs. These files are maintained by the Office of Student Employment.
    e. Once a student has opened a credential file with the 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 a period of 5 years after opening their file. These files are maintained by the Center for Career and Professional Development.
    f. 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.
    g. The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of students' housing history, including violations of residential policies and regulations. These files are maintained by the director of residence life.
    h. The Office of Online and Extended Studies maintains files for students in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the executive director of strategic operations.
    i. The Division 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.
    j. 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.
    k. The school office in which the student's major resides maintains a file containing academic records, admissions material, and copies of correspondence with the student. These copies are maintained by the dean of the relevant school.
2. The Act stipulates that the following persons and officials may have access to a student's file without his/her permission:
    a. Utica University officials, faculty members, and employees - including student employees, trustees, and persons under contract to the University - who have legitimate educational interests.

b. Authorized representatives of certain federal and state officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigating agencies specifically are excluded.

c. Organizations conducting studies for educational agencies for the purpose of developing, validating, or administering predictive tests, or administering student aid programs and improving instruction.

d. Accrediting organizations in order to carry out their accrediting functions.

e. In compliance with the judicial order pursuant to any lawfully issued subpoena.

f. Parents of students who are dependents of their parents for income tax purposes.

3. No person, other than those enumerated in #2 above may have access to a student's records without his or her written consent.

4. Records maintained in the Office of the Registrar constitute the official record and are maintained for a period of 6 years. Please note that the exception to this rule are student transcripts, which are kept permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica 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 normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available to them at a charge of $1 for the first page requested and 10 cents for each additional page, with the exception of transcripts, which will be made available at a charge of $5 per copy for a paper copy and $4 for an electronic copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the 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 University e-mail address, Utica University 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.

Student Status

Graduate students are considered full-time when they are registered for 6 or more credit hours in a given semester, half-time if they are registered for 3 to 5 credit hours, and less than half-time if they are registered for 2 credit hours or fewer. Students who are registered for courses have a student status of "Active."

Summary Dismissal

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

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

Transcripts

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 official 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.

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.

Transfer Credit

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

Matriculated Utica University students must obtain prior written approval from the program director or chair before taking courses at another institution for credit at Utica University via the Permission to Study at Another Institution Form. Approval is not granted if the same or an equivalent course is offered at Utica University. Students who undertake such a study must meet all graduation requirements for the program in which they are matriculated. In addition, for a course to be transferred, the student must have achieved a grade of B or better in the course. Students who already have transferred six hours of credit from another college may not transfer additional coursework.

A culminating academic experience must be unique to the program the student is enrolled in and may not be transferred from any other program or institution

Advanced Standing

The transfer of credits received by Utica 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.

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

Due to the disruption caused by COVID-19 to higher education, any otherwise transferable coursework completed during the spring, 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.

Waived Courses

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

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

Withdrawal

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

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

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

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

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

Withdrawal, Unofficial for Non-Attendance

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

A simple equation to explain the process is:

(% of term completed) x (total aid awarded) = earned aid

(Total aid awarded) - (earned aid) = unearned aid to be returned to the federal government

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

Course Descriptions

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

Please consult your adviser for any prerequisites.

Accounting

ACC 501 - Intermediate Accounting I (3)

Introduction to financial statement communication, information processing, measuring business income, and introduction to use of accounting information for managerial decisions. Topics include financial statements, cash flows, budgeting, and performance evaluation. Meets with ACC 301.

ACC 502 - Intermediate Accounting II (3)

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

ACC 503 - Corporate Tax (3)

Study of federal tax regulations and their application to the taxation of the partnerships, corporations,

estates and trusts. Prerequisite(s); if any: ACC 304 or graduate standing. Must be enrolled in the MBA in Professional Accounting program or have permission of the Coordinator of Accounting Programs. 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. 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. Prerequisite(s); if any: ACC 302. 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.

ACC 601 - Advanced Managerial Accounting (3)

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

ACC 602 - Accounting Theory & Practice (3)

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

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

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

ACC 605 - Financial Reporting and Analysis (3)

Analyze and interpret 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. Meets with ACC 405.

ACC 607 - Financial Statement Analysis (3)

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

ACC 613 - Advanced Auditing (3)

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

ACC 626 - Financial Investigations (3)

Study of financial crime in the context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report. Same as FCM 626.

Anthropology

ANT 500 - Contemporary Topics (3)

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

ANT 525 - Ancient Cities (3)

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

ANT 527 - Religion in the Ancient World (3)

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

ANT 535 - Forensic Anthropology (3)

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

ANT 545 - Historical Archaeology (3)

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

ANT 547 - Archaeological Field School (0, 6)

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

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

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

ANT 590 - Independent Study (3)

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

ANT 600 - Special Topics (3)

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

Biology

BIO 524 - Tropical Ecology (3)

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

BIO 528 - Science and Fiction (3)

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

BIO 538 - Animal Behavior (3)

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

BIO 538L - Animal Behavior Laboratory (1)

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

BIO 543 - Neuroscience (3)

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

BIO 590 - Independent Study (0 to 6)

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

BIO 600 - Topics in Contemporary Biology (3)

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

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

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

BIO 690 - Independent Study (0 to 6)

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

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

Business

BUS 517 - Small Business Innovation (3)

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

BUS 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 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.

BUS 605 - Quantitative Analysis for Management (3)

Equipped students with sound quantitative analytic skills to make informed business decisions aided by software package. The course topics include decision analysis under uncertainty, regression analysis, business forecasting, inventory control models, and linear programming & applications. Same as ECN 605.

BUS 607 - Brand Analytics and Marketing (3)

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

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

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

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

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

BUS 613 - Principles and Practices of Leadership (3)

Leadership is one of the oldest and most frequently explored areas of business management. Questions of how we lead, what effective leadership is, and how much impact the leader or leaders have on an organization are continually debated in both professional and academic settings. In this course we will explore various theories and aspects of leadership and apply what we learn in various activities designed to help you build skills in this vital management area.

BUS 621 - Financial Fluency I (1.5)

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

BUS 622 - Financial Fluency II (1.5)

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

BUS 623 - Financial Fluency (3)

Managers in business use accounting and financial information on a daily basis. This does not imply that all managers must be intimately aware of intricate accounting techniques or wildly adept at high-level corporate finance. Instead, managers in most areas of the business need to understand fundamental principles and be able to apply sound reasoning and business practices to make decisions on a daily basis. In BUS 623 the goal is to assist prospective executive leaders in understanding the information provided by the accounting information system and in using that information to improve their decision making.

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

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

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

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

BUS 633 - Data-Driven Decision Making (3)

As a whole, this course is intended to provide students with knowledge on how to shape executive decision-making by ensuring the data they use to inform their decisions is correct. It encompasses the major areas of business research methods, from the research process itself to specific techniques such as survey design. This course also provides students with experience using quantitative and qualitative data to analyze business problems and provide guidance in designing appropriate solutions. Students will gain proficiency in both the consumption and production of business analytics. Students will utilize descriptive and predictive techniques in order to address a variety of business issues.

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

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

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

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

BUS 643 - The Global Consumer, Markets and Logistics (3)

This course is a study of the inter-related disciplines of Marketing Management and Strategy including: analysis and forecasting of demand; product

development; structure of distribution; selection of channels; promotional procedures; logistics, supply chain and the fulfillment of consumer needs in a global context.

BUS 651 - Strategy I (1.5)

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

BUS 652 - Strategy II (1.5)

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

BUS 653 - Strategy (3)

Strategy is an integrative course, built around intensive case studies that enable students to apply their knowledge in the context of a real business and understand the dynamics of being a business leader in a complex world. Strategy is in and of itself the work of the organization and its successful execution is the difference between life and extinction.

BUS 679 - MBA Project Proposal (1.5)

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

BUS 689 - MBA Project Execution (1.5)

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

Business Law

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

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

Chemistry

CHE 505 - Environmental Chemistry (3)

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

CHE 514 - History of Chemistry (3)

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

CHE 590 - Independent Study (1 to 6)

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

CHE 600 - Selected Topics (3)

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

CHE 690 - Independent Study (1 to 6)

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

Communications

COM 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 603 - Theory of Computation (3)

Theory of computation is the branch of computer science that studies how efficiently and quickly problems may be solved using algorithms. This course emphasizes the principles behind complexity, computability, and automata theory. It demonstrates how formal languages and automata are related. The basic goal is to find computer limitations by formalizing computing (by introducing a variety of models, such as Turing Machines) and using mathematical techniques on the resulting formal models.

CSC 605 - Software Modeling and Architecture (3)

This course introduces the theory and practice of software development and covers software requirements, analysis, architecture, and detailed design. It also emphasizes various modeling strategies that can be used for requirements and specifications, such as formal modeling and Unified Modeling Language (UML). Students will learn how to create software requirements that are quantifiable, testable, and result in compliant software design and execution in this course. Students will learn how to elicit, analyze, specify, and validate functional and non-

functional software requirements using industry best practices and techniques. Students will create models and specifications for software requirements that reflect the demands of the client or user.

CSC 607 - Artificial Intelligence (3)

Artificial Intelligence (AI) is the study of the theory, algorithms, and applications that enable machines to simulate intelligent behavior and perform tasks that typically require human intelligence. This course provides students with a deep understanding of the fundamental concepts and techniques in artificial intelligence, including problem-solving, knowledge representation, learning, and decision-making. This course covers an introduction to the foundations of modern artificial intelligence and key design and practical elements of intelligent computer systems. In addition, this course covers a broad overview of machine learning and neural networks, rule-based systems, language comprehension, logic and reasoning, search, games, and knowledge representation.

CSC 608 - Secure Software Development (3)

Software that is built or engineered to continue operating normally even after being subjected to harmful attacks is known as secure software. This course focuses on the security software's limits and the reasoning for creating secure software using engineering principles. It enumerates the security attacks at different phases of the software development life cycle, statically/dynamically analyzes the security testing, and designs a secure model of the software using the attack trees, attack patterns and extensions to the Unified Modeling Language (UML) standard for security.

CSC 615 - Software Testing (3)

This course covers both the theoretical and practical sides of software testing (verification and validation). It describes how to set up effective measurement and test cases and how to use this knowledge to produce software with minimal faults. Students participate in a complete range of testing activities, including analyzing test conditions from a requirements document, running test cases, and producing a test report. There will also be a lot of discussion on the many types of testing that should be done, who should do it, and why it should be done at all. The student should be capable of organizing and carrying out the

software testing phase for any small- to medium-sized software project after completing the course. Students can learn in an environment that is both relevant and practical by utilizing techniques and tools that are being used on the job market.

CSC 617 - Machine Learning (3)

Machine learning is the exploration of the principles, algorithms, and techniques that allow computers to learn from experience and solve complex data-driven problems. This course provides an in-depth introduction to machine learning systems and methods including statistical pattern recognition, control, reinforcement learning, learning theory, and supervised and unsupervised learning. Students will analyze recent applications of machine learning and design. This course will cover hands-on learning through programming assignments and the creation of a final project that aligns with the interests of the students.

CSC 618 - Information Retrieval (3)

Information retrieval (IR) is the process by which a computer system responds to a user's request for text-based data on a certain topic. IR was among the initial problems in natural language processing (NLP) and is still a major one today. Web search, which applies information retrieval techniques to the web, the largest corpus of text in the world, is the context in which many individuals engage with information retrieval systems most frequently. Students in this course will develop skills in information retrieval.

CSC 623 - Design and Analysis of Algorithms (3)

Modern computers solve various computing problems using different algorithms. This course focuses on equipping students with the necessary knowledge and skills to develop algorithmic solutions, analyze their efficiency, and understand their applications in various domains. Students will explore algorithmic strategies, data structures, and problem-solving techniques that are essential in building robust and scalable software systems.

CSC 625 - Software Project Management (3)

Software Project Management is a comprehensive study of the principles, methodologies, and best practices for effectively planning, organizing, and executing software development projects. This course is designed to equip students with the necessary skills and knowledge to lead and manage software projects in various organizational settings. Emphasis is placed on understanding the unique challenges and complexities of software development, and how to navigate them using industry-standard project management techniques. Students will explore key topics, including project planning, risk management, team dynamics, project scheduling, budgeting, quality assurance, and stakeholder communication.

CSC 627 - Deep Learning (3)

Deep learning is the study of artificial neural network methods and algorithms that mimic the way a human brain works to detect patterns in large, unstructured data sets. This course introduces students to the fundamentals of deep learning, artificial neural networks, and optimization of models with gradient descent and backpropagation. This course will examine key model components and different neural network types and apply these skills to real-world tasks like computer vision and natural language processing. The course will also explore recent applications of deep learning and design. Students will gain hands-on experience through programming assignments and the completion of a final project aligned with students' interests.

CSC 628 - Advanced Database Systems (3)

Data management is the field of computer science related to managing data as a valuable resource. The area of database systems studies a broad array of topics in data management exploring the algorithms, systems, and theory required for the efficient, effective use of data. This course is an in-depth exploration of advanced concepts, methodologies, and technologies in the field of database systems. This course builds upon fundamental database knowledge and introduces students to advanced techniques for managing, storing, and retrieving large-scale and complex data. Emphasis is placed on understanding the theoretical underpinnings as well as the practical applications of various advanced database concepts.

CSC 633 - Advanced Programming Languages (3)

Programming Languages is the branch of computer science that studies the design and analysis of formal

languages used to program computers. This course will introduce students to the fundamental concepts of programming language theory and how they can be applied to real-world problems. Students will learn how to use mathematical methods to analyze programming languages and how to apply these methods to different kinds of languages. Students will also learn how to use tools such as theorem provers and proof checkers to reason about programs and their properties. Finally, students will explore some of the latest research topics in programming languages.

CSC 635 - Data Science for Software Development (3)

This course is designed to provide students with the skills and knowledge needed to apply data science techniques and tools to solve problems and make informed decisions in software development and engineering contexts. This course bridges the gap between software engineering and data science by introducing students to the concepts, techniques, and tools of data science and demonstrating their application in software engineering contexts. Participants will learn how to collect, clean, analyze, and visualize data to improve software development processes, enhance software quality, and make data-driven decisions

CSC 637 - Natural Language Processing (3)

The discipline of natural language processing (NLP) falls within artificial intelligence. It enables machines to analyze and comprehend human language and carry out repetitive activities without human intervention. Machine translation, summarization, and spell check are a few examples. This course places a strong emphasis on learning the fundamental concepts underlying numerous morphological, syntactic, and semantic NLP tasks. This course provides a theoretical and methodological introduction to the most popular and effective current approaches, frameworks, and toolkits for NLP.

CSC 638 - Compiler Design (3)

This course focuses on an in-depth understanding of the translation, optimization, and compilation of the entire source program. Additionally, it places emphasis on various compiler designs and how various compiler phases are set up. Students will learn about different kinds of grammar, lexical analysis,

yacc, FSM (Finite State Machines), and related language concepts.

CSC 648 - Formal Methods (3)

Formal Methods are mathematically rigorous approaches used to specify, design, analyze, and verify software systems to ensure correctness and reliability. This course introduces students to the fundamental principles and techniques of Formal Methods, emphasizing their application in the context of software development. Students will delve into various aspects of Formal Methods, with a focus on developing provably correct programs.

CSC 698 - Project (3 or 6)

Students engage with a comprehensive master's project, providing them with an opportunity to demonstrate mastery in software development, technical writing, and public speaking. Through this course, students will embark on the creation of an original software artifact, which may serve as an end product or be incidental to experimental research within the field of computer science. The project encompasses the development of innovative software solutions, including but not limited to simulators, algorithm implementations, or performance testing tools. Can be repeated, no more the 6 credits total

CSC 699 - Thesis (3 or 6)

Students engage in a comprehensive research process, spanning topic selection, literature review preparation, data collection and analysis, and the formulation of insightful discussions and conclusions. Through this undertaking, students will cultivate advanced research skills and deepen their understanding of a specialized area within computer science. Pass/Fail Can be repeated, no more the 6 credits total

Cybersecurity

CYB 505 - Foundations of Computing for Cybersecurity (3)

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

CYB 605 - Principles of Cybersecurity (3)

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

CYB 606 - Cyberspace & Cybersecurity (3)

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

CYB 610 - Cyber Intelligence (3)

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

CYB 615 - Cyber Counterintelligence (3)

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

CYB 616 - International Terrorism (3)

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

CYB 617 - Cyber Conflict (3)

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

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

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

CYB 625 - Programming Applications for Cybersecurity (3)

The course covers critical aspects of application vulnerabilities, threats, and secure software development principles. Students will explore various topics such as corporate Application Security (AppSec) programs, Microservices, Containers, Orchestration, and the principles of DevSecOps. Learner will delve into mitigation of common application vulnerabilities and threats with a specific focus on the Open Worldwide Application Security Project (OWASP) Top 10.

CYB 631 - Cloud Infrastructure (3)

Cloud infrastructure should be designed and implemented with security in mind. This course examines methodologies and best practices used to design and implement secure cloud infrastructure. Students will develop the skills necessary to address the security of various cloud offerings in the larger context of network/IT infrastructure as a whole.

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

This course explores major critical infrastructure protection issues, technologies, and approaches as they relate to telecommunications, energy, banking and finance, transportation, supply chains, Industrial Control Systems (ICS)/ Operational technology (OT), and emergency services.

CYB 640 - Security Automation and Active Cyber Defense (3)

Students will learn how to apply machine learning and security automation to improve security operations. This course will also cover the use of advanced active cyber defenses to combat intrusions by malicious actors, including advanced persistent threats (APTs). Prerequisite(s); if any: CYB 605, CYB 610, CYB 633, and CYB 673 or permission of instructor.

CYB 641 - Offensive Security Operations (3)

This course explores anonymity, anti-forensics, Open Source Intelligence (OSINT), and operational security techniques and tools. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673, or permission of instructor.

CYB 642 - Attack Surface Management (3)

Students will learn how to implement an attack surface management program and integrate that function into a traditional information security program. Through a series of practical exercises, students will explore popular open-source tools like Amass, Nmap, Aquatone, and more. Through practical labs, students will experience the key stages of the attack surface management process; including management of data sources, asset discovery, tracking attack surface changes, prioritization of findings, reducing an organization's attack surface, and providing the inventory to other traditional security functions. Prerequisite(s); if any: CYB 605 , CYB 610 , CYB 633 , and CYB 673 , or permission of instructor.

CYB 643 - Autonomous Cyber Operations (3)

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

CYB 649 - Advanced Topics in Cyber Operations (3)

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

CYB 651 - Computer Forensics and Investigation Methods (3)

This course examines tools and techniques used in computer forensic investigations ranging in type from business email compromise to insider threats and ransomware. Permission of instructor required.

CYB 652 - Intrusion Forensics and Network Analysis (3)

Data breaches are a grave concern for today's organizations. There is a need for experts to identify when an unlawful intrusion has occurred and what data may have been exposed or exfiltrated. This course focuses on using network based information sources to help answer those questions. Permission of instructor required.

CYB 653 - Securing and Defending Networks (3)

Students will learn best practices for designing and implementing network infrastructure and supporting software for robust information security. Students will identify technologies and configurations that enhance the prevention and detection of attacks, while simultaneously allowing for effective response. This includes understanding appropriate security monitoring needs and how to support a Security Operations Center (SOC).

CYB 654 - Internet of Things Security (3)

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

CYB 659 - Advanced Topics in Computer Forensics (3)

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

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

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

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

This course examines the implantation of the all-hazards, multi-disciplinary, team-based approach defined in the National Response Framework. The

National Response Framework is designed to respond to large-scale or evolving incidents, including those involving hazardous materials or terrorism. Students will explore the sixteen critical infrastructure sectors and a variety of scenarios. Course activities will emphasize virtual assets and physical assets with significant Cybersecurity implications. Prerequisite(s); if any: CYB 505 and CYB 605

CYB 668 - Organizational Risk Management Frameworks (3)

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

CYB 670 - Cyber Ethics and Professional Responsibility (3)

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

CYB 671 - Open Source Cyber Surveillance (3)

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

CYB 673 - Principles of Cybercrime Investigations (3)

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

CYB 674 - Cyber Data Fusion (3)

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

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

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

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

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

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

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

CYB 682 - Cyber War and Deterrence (3)

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

CYB 688 - International Aspects of Cyber Policy (3)

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

CYB 689 - Advanced Topics in Cybersecurity (3)

Students will use the principles and skills learned in the program during a large-scale real-world cyber incident scenario encompassing offensive, defensive,

and post-mortem analysis skills. Students will develop, execute, and report on an incident plan of their design. Prerequisite(s); if any: CYB 605, CYB 610, CYB 633 and CYB 673.

CYB 691 - Malware Practicum (3)

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

CYB 695 - Capstone Project I (3)

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

CYB 696 - Capstone Project II (3)

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

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

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

CYB 995 - Residency (0)

Data Science

DSC 501 - Introduction to Data Science (3)

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

DSC 503 - Statistical Methods (3)

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

DSC 505 - Foundations of Data Science (3)

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

DSC 600 - Special Topics (3)

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

DSC 605 - Statistical Analysis I (3)

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

DSC 607 - Data Mining (3)

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

DSC 609 - Machine Learning (3)

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

DSC 611 - Data Visualization (3)

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

DSC 680 - Capstone (3)

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

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

DSC 690 - Thesis (3)

The thesis project is a research project that involves the student conducting the full research process, from selecting a topic, preparing a literature review, to collecting and analyzing data, and completing a discussion and conclusion. Students who are interested

in completing a Ph.D. program may be best served by enrolling in this course.

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

Doctor of Physical Therapy

DPT 564 - Human Gross Anatomy (0,6)

This graduate course prepares students to competently identify the gross anatomical structures of the human body and recognize and recall their functions and relationships. Students explore the clinical significance of these structures as they relate to physical therapy practice through reading assignments, lectures, and dissections of donors' bodies, approached through regional and systemic perspectives. Successful completion of this course is required for all students to continue into the Doctor of Physical Therapy Program. Co-requisite: DPT 581.

DPT 581 - Professional Development I: Introduction to Physical Therapy (1)

Profession of physical therapy and future role of health care professional explored. Development of personal and professional values initiated using ability based assessment. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 582, DPT 584, DPT 586, DPT 587, DPT 589, and IPE 504

DPT 582 - Clinical Sciences Foundation (3)

This course provides students with the needed foundational knowledge of clinical medical sciences including physiology, exercise physiology, pathophysiology, nutrition, basics of pharmacology, and diagnostic imaging. The course emphasizes theoretical constructs that support autonomous physical therapy practice. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 584, DPT 586, DPT 587, DPT 589 and IPE 504.

DPT 584 - Movement Science (3)

This course presents data of the mechanical behavior of the extremities and the spine under normal and abnormal circumstances. This course assimilates materials fundamental to the study of human movement science, integration of musculoskeletal and neuromuscular systems under normal and abnormal

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

DPT 586 - Examination/Evaluation (0,4)

This course provides the students with the fundamental elements of physical therapy examination skills required to conduct an efficient, effective and meaningful physical therapy examination with a wide variety of patient types across lifespan. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 582, DPT 584, DPT 587, DPT 589 and IPE 504.

DPT 587 - Interventions (0,4)

Basic foundational interventions related to impairments/function associated with disorders of the musculoskeletal, neuromuscular and cardiovascular systems. Prerequisite(s); if any: Prerequisite: DPT 564. Co-requisite(s): DPT 581 DPT 582 DPT 584 DPT 586 DPT 589, and IPE 504.

DPT 589 - Caring for the Community I (1)

This course introduces prevention and wellness in a community setting. Selected elements of assessment and intervention are practiced under supervision of physical therapy program faculty members and year two students. Documentation and health promotion and wellness sessions are included. Prerequisite(s); if any: DPT 564. Co-requisite(s): DPT 581, DPT 582, DPT 584, DPT 586, DPT 587 and IPE 504.

DPT 591 - Professional Development II (2)

This course introduces students to the health care system, the stakeholders and their behaviors, health belief models, healthcare policy making, regulatory issues, healthcare ethical dilemmas, and reimbursement in healthcare, preparing them to function in the US healthcare system. The uniqueness of the US healthcare system and international differences among health care systems, medical information issues, roles of medical and health professionals and issues of health care access are stressed.Preequisite: DPT 589. Co-requisites: DPT 592, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 592 - Clinical Sciences: Musculoskeletal System (3)

This course provides the students with foundational knowledge of clinical medical sciences including pathophysiology, pharmacology, and diagnostic imaging. Emphasis is placed on the musculoskeletal system and on the theoretical constructs that support autonomous clinical practice. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 593, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 593 - Case Analysis Musculoskeletal (2)

In this seminar course, students use case analysis to integrate learning about musculoskeletal pathologies, strategies for examination / evaluation, and strategies for interventions to inform the physical therapist's management of individuals with disorders of the musculoskeletal system. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 595, DPT 596, DPT 597, DPT 599.

DPT 595 - Evidence in Clinical Practice I (2)

Understanding of research/evidence central to effective patient/client management and clinical decision-making. Graduate students will demonstrate the ability to understand and interpret published research and incorporate this knowledge in evidence-based practice. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 596, DPT 597, DPT 599.

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

Application of the patient/client management principles for individuals with musculoskeletal pathologies and associated impairments. In this lecture and laboratory course, graduate students will apply knowledge of musculoskeletal examination through case studies and demonstration of clinical skill. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 597 and DPT 599.

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

Interventions appropriate to managing disorders/pathology of the musculoskeletal system and associated impairments and functional limitations. Prerequisite(s); if any: DPT 589. Co-

requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, and DPT 599.

DPT 599 - Caring for the Community II (1)

This course introduces prevention and wellness in a community setting. Selected elements of assessment and intervention practiced under supervision of physical therapy program faculty members and Year Two students. Documentation and health promotion and wellness sessions are included. Prerequisite(s); if any: DPT 589. Co-requisite(s): DPT 591, DPT 592, DPT 593, DPT 595, DPT 596, DPT 597.

DPT 654 - Neuroscience (0,4)

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

DPT 659 - Clinical Education I (6)

Introduction to direct patient care and application of basic theoretical concepts central to patient/client management. Graduate students participate in patient care under the close supervision of an onsite physical therapist. This is the first of three clinical education experiences. Students will be assigned to an outpatient orthopedic clinic for this course. Prerequisite(s); if any: DPT 654.

DPT 681 - Professional Development III (1)

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

DPT 682 - Clinical Sciences: Neuromuscular (3)

Pathology and health care management strategies relevant to the physical therapist's management of the patient with disorders of the neuromuscular system. Prerequisite(s); if any: DPT 659. Co-

requisite(s): DPT 681, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687, DPT 688 and DPT 689.

DPT 683 - Case Analysis: Neuromuscular (2)

Integration of pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of the disorders of the neuromuscular system. Prerequisite(s); if any: DPT 659, Co-requisite(s): DPT 681, DPT 682, DPT 684, DPT 685, DPT 686, DPT 687, DPT 688, and DPT 689.

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

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

DPT 685 - Evidence in Clinical Practice II (2)

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

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

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

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

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

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

DPT 688 - Neuromuscular System III: Pediatrics (1)

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

DPT 689 - Caring for the Community III (1)

Participate in assessment and intervention in the community. Students practice selected elements of the client management process under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of the First-Year students. Prerequisite(s); if any: DPT 659. Co-requisite(s): DPT 681, DPT 682, DPT 683, DPT 684, DPT 685, DPT 686, DPT 687, and DPT 688.

DPT 691 - Professional Development IV (1)

Students learn the human resource management, legal and ethical issues, risk management/safety, health informatics and quality in the health care system critical to delivery of physical therapy services in this

professional development course. Prerequisite(s); if any: DPT 681 Co-requisite(s): DPT 693, DPT 695, DPT 696, DPT 697, DPT 698, and DPT 699

DPT 693 - Case Analysis: Additional Systems (2)

In this seminar course, students integrate pathology, strategies for examination/evaluation and interventions to inform the physical therapist's management of individuals with disorders of the cardiovascular, pulmonary, lymphatic, integumentary, and genitourinary systems, oncology, amputation and complex medical and surgical diagnoses. Integration of content related to palliative medicine, critical care, and health/wellness/health promotion, and emergency department PT practice will take place. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 695, DPT 696, DPT 697, DPT 698, and DPT 699.

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

This course culminates in a Capstone Project that enhances scientific inquiry through the design and implementation of a research project. Students will examine future roles in research as consumers, practitioners, educators, administrators, and collaborators. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 693, DPT 696, DPT 697, DPT 698, and DPT 699.

DPT 696 - Examination/Interventions: Cardiovascular and Pulmonary Systems (0,5)

Students learn cardiovascular and pulmonary systems pathology, medical and surgical management, including imaging and other diagnostic tests, and pharmacology. In the laboratory, students apply the physical therapists' patient/client management strategies to individuals with cardiovascular and pulmonary systems disorders in different practice settings. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691

DPT 697 - Examination/Interventions: Integumentary and Other Systems (0,4)

Students learn medical, surgical, and physical therapy patient/client management strategies, including imaging, laboratory tests, pharmacology, physical

therapist examination, and interventions for individuals with complex medical and surgical diagnoses of the integumentary, genitourinary, and other systems.

Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 693, DPT 695, DPT 696, DPT 698, and DPT 699.

DPT 698 - Management of Complex Musculoskeletal Conditions (0, 2)

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

DPT 699 - Caring for the Community IV (1)

Students participate in assessment and intervention in the community. Students practice selected elements of the client management process under supervision of physical therapy program faculty. Students develop supervisory and mentoring skills while advancing the learning of the first-year students. Prerequisite(s); if any: DPT 689. Co-requisite(s): DPT 691, DPT 693, DPT 695, DPT 696, DPT 697, and DPT 698.

DPT 700 - Special Topics: Advanced Practice (1)

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

DPT 751 - Practice Management (3)

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

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

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

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

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

DPT 779 - Clinical Education II (12)

Students integrate theoretical and clinical concepts for individuals with multisystem involvement. Opportunities vary to provide experiences across the continuum of care. This is the second of three clinical education experiences, in which students participate fully in patient care under the close supervision of an onsite physical therapist. Prerequisite(s); if any: DPT 699

DPT 789 - Clinical Education III (12)

Students integrate theoretical and clinical concepts for individuals with multisystem involvement. Students select an area of clinical practice of particular interest. Opportunities vary to provide experiences across the continuum of care. Upon completion, students exhibit practice expectations of entry-level professionals. Final clinical education experience designed to allow students to integrate the multifaceted roles of clinicians into current practice within the health care system. Prerequisite(s); if any: DPT 779. Co-requisite(s): DPT 799.

DPT 799 - Comprehensive Examination (1)

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

Economics

ECN 535 - The Economics of Health and Health Care Policy (3)

Health economics and health care policy which applies the basic tools of microeconomic analysis toward understanding the market behavior of the major players in health care markets including consumers, providers, insurers, and government entities.

ECN 575 - Behavioral Economics (3)

Behavioral economics questions the underlying assumptions of classical economics and incorporates theory from psychology, sociology, and other social sciences to better understand and predict how people make decisions. These insights, together with data collected from experiments, are used to develop strategies to address individual and societal problems.

ECN 605 - Quantitative Analysis for Management (3)

Equipped students with sound quantitative analytic skills to make informed business decisions aided by software package. The course topics include decision analysis under uncertainty, regression analysis, business forecasting, inventory control models, and linear programming & applications. Same as BUS 605.

ECN 610 - Managerial Economics (3)

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

Economic Crime Management

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

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

FCM 601 - Financial Crime, Compliance Management (3)

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

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

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

FCM 604 - Seminar in Fraud Management (3)

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

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

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

FCM 612 - Manager in Global Environ (3)

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

FCM 622 - Legal Concepts of Criminal Fraud (3)

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

FCM 623 - Advanced Fraud Investigation and Analysis (3)

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

FCM 626 - Financial Investigations (3)

Study of financial crime in the context of business operations; methods of detection; and methods of investigation, including analysis of financial documents, investigation process and techniques, and preparation of investigative case report. Same as ACC 626.

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

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

FCM 631 - Fraud Management and Technology (3)

The challenges of management in an increasingly technological environment. The history and evolutionary development of counter fraud technology. The integration of fraud management in the development of new corporate products or instruments. Anticipating new forms of frauds based on the application of new and projected technologies.

FCM 632 - Information and Communication Security (3)

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

ethical, and privacy issues related to information security.

FCM 633 - Networks and Internet Security (3)

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

FCM 642 - Advanced Fraud Analysis (3)

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

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

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

FCM 651 - Professional Project I (3)

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

FCM 652 - Professional Project II (3)

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

FCM 653 - Thesis I (3)

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

FCM 654 - Thesis II (3)

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

FCM 995 - Residency (0)

Education

EDU 501 - Foundations of Literacy (3)

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

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

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

 20 hours of field work required

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

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

EDU 505 - Foundations of Special Education (3)

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. Co-requisite(s): EDU 524 (P-12 Technology Education Methods) & full-time teaching assignment.

EDU 508 - Mentoring II (1)

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

EDU 511 - Introduction to Teaching (1)

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

EDU 512 - Practical Teaching Methodologies (3)

Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 513 - Transitional B Supervision 1 (1)

Supervision of apprenticeship students who are in their first 4 months of teaching at P-12 schools while

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

EDU 514 - Transitional B Supervision 2 (1)

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

EDU 516 - Social Studies/Literacy Methods: Grades 1-6 (3)

Application of literacy skills to the content and instructional materials used to teach social studies in first through sixth grade. Social studies and ELA Common Core Learning Standards. .

 20 hours of field work required.

EDU 521 - Foundations of American Education (3)

Examination of American public education. Includes organization, finance, administration, curriculum, and current issues. Professional portfolio.

EDU 524 - 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 covers the characteristics of students with complex support needs, authentic assessment, and Individualized Education Plans (IEPs). Students will learn about classroom accommodations, assistive technology, and positive behavior supports in inclusive environments. They will learn about collaboration, community-based instruction, and educational transitions.

 10 hours of fieldwork is required.

EDU 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 Meets with EDU 329.

EDU 530 - Methods for Teaching Student with Disabilities Preschool to Grade 12 (3)

This course teaches the different, and individualized approaches to special education services (preschool-grade 12). Topics covered include the following: teaching practices, curriculum implementation, and assessment for core content areas (ELA, mathematics, social studies, and science), service delivery models, and team collaboration. A strong focus on inclusive practices in grades preschool to grade 12 is embedded throughout the entire curriculum. 15 hours of fieldwork required. Meets with EDU 330.

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 573 - NYSED Certification Preparation (2)

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

EDU 590 - Independent Study (1 to 6)

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

EDU 605 - Inclusive Practicum (3)

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

EDU 613 - Transitional B Supervision 3 (0)

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

EDU 614 - Transitional B Supervision 4 (0)

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

EDU 615 - Learning and Cognition (3)

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

EDU 616 - Environmental Design for Effective Inclusion (3)

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

EDU 620 - Advanced Strategies in Classroom Management (3)

The purpose of this advanced course is to deepen the educators' expertise in creating an inclusive learning environment. This course synthesizes core principles of positive behavioral intervention support (PBIS), culturally responsive frameworks, and innovative classroom management strategies. Students will delve into critical analysis of behavioral theories and the practical application of these concepts in varied and complex learning environments. Students will be equipped with the knowledge and skills to foster positive behavioral dynamics, conduct comprehensive analyses of behavioral intervention plans, and enhance the educational experience for every student.

EDU 620 - Advanced Strategies in Classroom Management (3)

The purpose of this advanced course is to deepen the educators' expertise in creating an inclusive learning environment. This course synthesizes core principles

of positive behavioral intervention support (PBIS), culturally responsive frameworks, and innovative classroom management strategies. Students will delve into critical analysis of behavioral theories and the practical application of these concepts in varied and complex learning environments. Students will be equipped with the knowledge and skills to foster positive behavioral dynamics, conduct comprehensive analyses of behavioral intervention plans, and enhance the educational experience for every student.

EDU 621 - Inclusive Classroom Strategies I (3)

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

EDU 622 - Inclusive Classroom Strategies II (3)

Collaboration between general and special education teachers to develop effective Individualized Education Programs. Adapting general education curriculum, using technology, instructional strategies, assessments, and grading for students with disabilities. Prerequisite(s); if any: EDU 621 or permission of instructor.

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

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

EDU 626 - Current Issues in Inclusive Education (3)

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

EDU 632 - Data-Based Decision Making (3)

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

EDU 671 - Student Teaching Seminar (1)

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

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

EDU 675 - Student Teaching I (4)

Supervised teaching experience in either elementary or secondary 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. Co-requisite(s): EDU 671.

EDU 676 - Student Teaching II (4)

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

EDU 677 - Residency I (4)

The residency is an alternative clinical experience to student teaching and requires 1,000 clock hours serving as a teacher's assistant to a certified classroom teacher at an approved partner district. The residency is 32 weeks in length, or one full academic year, and will include a program recommendation for Residency certification in the subject and grade level sought. It is a paid experience. Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Co-requisite(s): EDU 671.

EDU 678 - Residency II (4)

The residency is an alternative clinical experience to student teaching and requires 1,000 clock hours serving as a teacher's assistant to a certified classroom teacher at an approved partner district. The residency is 32 weeks in length, or one full academic year, and will include a program recommendation for Residency certification in the subject and grade level sought. It is a paid experience. Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Co-requisite(s): EDU 671.

EDU 690 - Independent Study (0 to 6)

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

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

Culminating academic experience conluding with dossier completed under direct supervision of course instructor. Integrate key concepts and ideas across the program including: theories of learning, curriculum development, assessment, and teaching diverse learners. Completion of a minimum of 27 credits in the preparation course sequence in Childhood, Childhood and Special Education, Adolescence, or Adolescence and Special Education or by Permission of Department Chair.

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

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

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

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

English

ENG 500 - Select Topics: English (3)

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

ENG 516 - Studies in Literacy and Literature (3)

Reading/ studying/teaching literature; developing integrated curricula.

ENG 517 - Writing About Nature (3)

Reading and practice of nature writing; discussion of the history of the genre and survey of the chief practicioners, 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 inservice presentations.

ENG 547 - Narrative of Disability (3)

An exploration of descriptions of disability experience in first person narratives,memoirs and fictional

accounts in literature and film. Prerequisite(s); if any: ENG 102. Same as HLS 547.

ENG 567 - Approaches to Shakespeare (3)

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

ENG 587 - American Supernatural Literature (3)

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

ENG 590 - Independent Study (0 to 6)

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

ENG 596 - Ethnic American Fiction (3)

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

ENG 600 - Selected Topics (3)

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

ENG 690 - Independent Study (0 to 6)

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

Fine Arts

FIA 690 - Independent Study (1 to 6)

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

Finance

FIN 533 - Corporate Finance (3)

Principles, concepts, and analytical tools of finance; corporate governance; cash flow analysis for capital budgeting; hurdle rates; raising capital through investment banks; financial restructuring; acquisitions. Semester project: estimating the value of a company.

FIN 601 - Advanced Financial Management (3)

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

FIN 613 - Advanced Corporate Finance (3)

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

Gerontology

AGE 503 - Perspectives in Gerontology (3)

Literature relevant to the study of gerontology: an overview of current aging issues; current aging issues; current career opportunities; and aging in the future. Seminar format.

AGE 505 - Culture, Gender, and Aging (3)

Beliefs, attitudes, and practices related to the aged within a comparative and cross-cultural framework,

engendering deeper insight into the diversity of cultural traditions and worldviews.

AGE 603 - Public Health Care Policies of Aging (3)

The course explores current health policies and their inadequacy in reducing or preventing health associated diseases in the aging population.

AGE 605 - Social Service Delivery Issues (3)

Community-based services/programs put in place as result of Older Americans Act; examine challenges confronting network professionals while developing, funding, implementing, administering, and coordinating programs and services.

AGE 613 - Grant Writing, Program Planning and Evaluation (3)

Skills needed to develop health care/social service program proposals, especially those which are funded by grants. Introductory qualitative and quantitative methods are used to evaluate effectiveness.

AGE 615 - Community Design/Health and Mobility Issues (3)

Basic natural physiological and psychological changes which accompany aging, creating challenges faced by elderly individuals during their everyday community mobility.

AGE 616 - Livable Communities/Planning (3)

History of efforts to structure communities, the desire of aging Americans to age in place and remain independent, the ability of communities to support that desire, and current and future trends in community design.

Geology

GOL 505 - Earth System Science (3)

Earth's hydrosphere / cryosphere, geosphere, atmosphere, biosphere (including anthrosphere) with emphasis on understanding linkages between them. Patterns, causes, evidence and effects of naturally

occurring and human- induced environmental changes through time.

GOL 590 - Independent Study (1 to 6)

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

GOL 600 - Special Topics in Geology (3)

Examination of patterns, causes, and effects of naturally-occurring and human-induced environmental changes through time, with particular emphasis on climate change. Theoretical basis of indirect evidence of environmental change, particularly evidence preserved within sedimentary archives, and their application as tools reconstruct past environmental conditions.

Government

POL 500 - Select Topics: Government & Politics (3)

Topics in various aspects of Government and Politics. Vary from year to year.

POL 561 - International Relations & Cyberspace (3)

Examination of various aspects of cyber conflicts in the context of international relations theories and practices.

POL 563 - International Organizations (3)

Development, organization, and operation of social, economic, and political institutions.

POL 664 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Healthcare Advocacy and Navigation

HAN 514 - Health Care Advocacy/Navigation Profession and Role (3)

The course examines the process and role of health care advocacy/navigation. It reviews the history of health care, the US health care delivery system, the continuum of care, and models of advocacy.

HAN 524 - Patient's Perspective of Illness (3)

Acute and chronic illnesses and end of life are explicated through patient illnesses narratives. Students explore the patient illness experience and providing literary, social, and political commentary.

HAN 534 - Strategies of Influence and Negotiation (3)

The course explores effective communication theories, strategies, and best practices. Students will 'practice' communicating with key stakeholders. Mediation, facilitation, and negotiation strategies will also be reviewed.

HAN 544 - Study of Disease and Illness States (3)

The course explores the relationship of anatomy and physiology to illness and disease including medical terminology and practice.

HAN 554 - Health Care Policy (3)

The course examines the basic principles of health policy and how it has affected, and continues to affect, the delivery of health care in the US. It also examines current and ongoing health care reform.

HAN 564 - Advanced Topics in Health Care Policy (3)

The course examines advanced topics in health policy and politics including: pharmacology, the aging population, the development of the health care workforce, rationing, and the challenges in implementing health care reform.

HAN 574 - Marketing Strategies and Techniques (3)

The course will teach the Health Care Advocate/Navigator pursuing private practice: branding techniques, market analysis, outreach, and advertising. It will help the private practitioner develop a marketing plan and create collateral materials.

HAN 584 - Establishing/Expanding a Health Care Advocacy/Navigation Private Practice (3)

Health Care Advocate/Navigator, pursuit if private practice, determination of interest, development of a viable business plan, and understanding the nuts-and-bolts of business ownership.

Health Care Administration

HCA 516 - Community Health Management (3)

Students are introduced to the basic tenets, methods, and applications of community health management. Essential community health management skills will be developed to promote health within dynamic national and international health systems.

HCA 521 - Health Care Systems: A Continuum of Care (3)

Broad aspects of health care systems: Human Dynamics (R), mental models, systems thinking, organizational learning, organizational design and behavior, and their relationship to health care, and demographic issues facing health care.

HCA 525 - Organizational 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. Same as BUL 527.

HCA 531 - Marketing and Strategic Planning in the Service Sector (3)

This course examines broad aspects of service sector marketing, management, and strategic planning. Students will explore a variety of topics, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering services. Same as MGT 531.

HCA 536 - Leading Health Care Prevention and Wellness (3)

Students are introduced to requirements of leaders and best practices in developing, managing, and accessing community health and wellness programs.

HCA 546 - Population Health Care Delivery (3)

Students are introduced to the population health research, theoretical frameworks, current practices, community integrated strategies, and though leader prognosis for future interventions.

HCA 607 - Data Analysis for Health Care Leaders (3)

Data Analysis for Health Care Leaders introduces the concept of core statistical analysis as students make the connection between computational outputs and communicating the findings for multiple stakeholders. Concepts, tools, and techniques are introduced throughout this collaborative and interdisciplinary course before students embark on a series of health-related information gathering and interpretive tasks to solve emerging problems in public health and other related fields.

HCA 612 - Advanced Seminar (3)

Core concepts of understanding and applying essential skills in health care organizations. Grant writing, entrepreneurship, consultation, community service, and emerging issues.

HCA 613 - The Health Care Administrator Leader (3)

Broad aspects of leadership, including visioning, change management, and team development.

HCA 614 - Quality and Performance Improvement in Evidence Based Health Care (3)

Breadth and depth experience of performance improvement initiatives that impact all levels of health care including clinical and financial issues.

HCA 615 - Human Resources Management (3)

This course explores core concepts of understanding and managing human behavior in complex organizations. Course materials cover various legal aspects of human resources management. Employee motivation, collective bargaining, recruitment, employee benefits, and performance evaluation are also addressed. Same as MGT 615.

HCA 616 - Leading Organizational Development and Change (3)

This course examines the major components of organizational development and change: the evolution of organizational development, the nature of organizational change, and how change agents can effectively manage and implement change in organizations. The course is designed to provide an

overview of the field of Organization Development, providing consultant tools and methods to current/prospective managers, administrators, and consultants. The emphasis is on practical applications of best-of-class practices for graduate students pursuing careers in government, education, nonprofit, and private sector organizations. Same as MGT 616.

HCA 621 - Nursing Home Administration (3)

Insight into nursing home management issues, whether it be for the seasoned veteran or the health care neophyte manager. This course will assist the manager in developing his/her style of management.

HCA 627 - Health Care Information Systems (3)

This course introduces students to the fundamentals of information systems used for managerial and clinical support in healthcare, including electronic health records. The course covers the concepts of healthcare delivery systems, their integration with workflow processes and employee and patient management, clinical data collection, data storage management, and data confidentiality and security.

HCA 631 - International Health Care Systems (3)

Effects of government and private health services on the health status of populations around the globe. Emphasis is on an interdisciplinary approach including epidemiological, economic, and financial issues.

HCA 645 - Clinical Research (3)

Research methods employed in clinical settings. Quantitative and qualitative methods: research designs related to clinical situations.

HCA 651 - Capstone Design & Development (3)

The design and development of the capstone project consists of preparing a draft of five chapters: introduction, research, methodology, case/model development or study, and conclusion.

HCA 652 - Capstone Completion (2)

The Capstone Completion course is the capstone finishing process synthesizing the final project document for publication. It requires student adherence to writing competencies and College and APA style standards. Prerequisite(s); if any: HCA 651.

HCA 675 - Capstone Project (3)

The capstone project for Health Care Administration (HCA) is a project paper designed for students to reflect upon and illustrate their competency as a health care administrator. The culminating project can consist of an internship, research, or program improvement report. Prerequisite(s); if any: Completion of all required HCA program coursework.

HCA 799 - Capstone Project (5)

Internship, program evaluation/development, or research project integrating course work in health care administration. Prerequisite(s); if any: Completion of all required HCA program coursework.

MGT 525 - Organizational 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.

History

HIS 500 - Select Topics: History (3)

Topics in various aspects of history. May vary from year to year.

HIS 504 - The American Revolution (3)

Causes, course and outcomes of the American Revolutionary War. Meets with HIS 304.

HIS 515 - The African American Experience (3)

African-American experience in the United States, with emphasis on the post-1865 period.

HIS 516 - Public History (3)

Public history is history, designed to reach a wide audience, presented outside the classroom or a textbook. We examine monuments, museums, battlefields, oral histories, web sites, and movies. Some research is required at local institutions.

HIS 517 - National and Ethnic Identity in Europe (3)

Nationalism and national identity in Europe. Reading and analyzing theoretical works.

HIS 518 - Historiography (3)

Introduction to modern historiography.

HIS 525 - Ancient Cities (3)

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

HIS 527 - Religion in the Ancient World (3)

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

HIS 547 - Japanese Imperialism and the Pacific War (3)

Japanese imperialism from 1895-1945 Modernization, expansion, the Sino-Japanese War, Russo-Japanese War, imperialism and World War II in the Pacific theatre. Meets with HIS 345.

HIS 564 - Ancient Greece and Rome (3)

This course explores Greek and Roman foundations of Western Civilization. The course will explain the Greek and Roman legacies that shaped Western politics, religion, philosophy, culture, and society. Meets with HIS 364.

HIS 590 - Independent Study (0 to 6)

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

HIS 600 - Selected Topics (3)

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

HIS 619 - Readings in African-American History (3)

Overview of literature on the African-American historical experience in the United States from 1619 to present.

HIS 656 - Guided History Research (3)

Substantial piece of original research written to professional standards required. Same as History 456. Prerequisite(s); if any: Graduate level standing.

HIS 690 - Independent Study (0 to 6)

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

Health Studies

HLS 547 - Narrative of Disability (3)

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

Human Rights

HRA 500 - Select Topics: Human Rights Advocacy (3)

Topics in various aspects of Human Rights Advocacy. May vary from year to year.

HRA 664 - International Protection of Human Rights (3)

Exploration of human rights protection as an increasingly internationalized process and its limitations on sovereignty. Successes and failures of international and intergovernmental efforts to monitor, control and remedy abuse of sovereign power.

Humanities

HUM 503 - Museum (3)

Exploration of museums as cultural institutions and attempt to define the purpose of the institution, approaching museums as texts in order to discover what they seek to communicate and to whom.

HUM 600 - Humanities Seminar (3)

Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same. May be repeated for credit, provided the topics are not the same.

Interprofessional Education

IPE 504 - Interprofessional Practice and Leadership (1)

This course is delivered as either an on ground or distance learning environment to provide the student with a foundation for success in patient care related fields. Emphasis is on inter-professional communication and collaboration, ethical decision-making, team building, teamwork and leadership.

IPE 505 - Interprofessional educational experience (0-1)

Interprofessional practice experience dedicated to prepare students of health professions at Utica 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

IPE 680 - Coming Together-Caring for Others (1)

This elective course, open to students enrolled in nursing, occupational therapy and physical therapy, allows learners to explore and apply the four Interprofessional Education Collaborative (IPEC) core competencies: values and ethics, roles and responsibilities, communication, team and teamwork. Working under faculty supervision, student IPE teams will gain experience in applying the competencies to a population of community members with a common diagnosis (multiple sclerosis). This course, hybrid in mode of delivery will include both online and face to face content and instruction. Lecture, lab, and online module will be used to emphasize both interprofessional education (IPE) and practice (IPP). Pass/Fail. Meets with IPE 480

Liberal Studies

LST 500 - Select Topics: Liberal Studies (0 to 3)

Topics in various aspects of Liberal Studies. May vary from year to year.

LST 503 - Graduate Liberal Studies Seminar (1)

Explores the significance of interdisciplinary approaches to Liberal Education, emphasizes critical thinking and connections across subject areas, and gives students insight into how interdisciplinary studies are designed, executed, and presented.

LST 540 - Contemporary Topics in Science (3)

Critical analysis of topics drawn from the popular media (television, newspaper, radio, Internet) using primary scientific literature. Topics chosen will reflect scholarly interests of specific faculty.

LST 600 - Selected Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

LST 603 - Introduction to Interdisciplinary Research (3)

Reading and designing research that looks across disciplinary boundaries, combining methods and addressing questions from multiple perspectives.

LST 604 - Graduate Liberal Studies Seminar (3)

Orientation to the MSLS as an opportunity to enhance critical thinking, analytical, and writing skills. Explores the concept of interdisciplinary liberal education and its potential for fostering intellectual growth, and the ability to enhance employability.

LST 605 - Technowar: The Human Struggle with Technology (3)

Technology dates from the first time a living entity picked up a rock to defend itself or to use as a tool. Since that time technology has made life simpler, safer, or richer but with ethical and other costs.

LST 640 - Contemporary Issues in Science (3)

Critical analysis of topics drawn from the popular media (television, newspaper, radio, Internet) using primary scientific literature. Topics chosen will reflect scholarly interests of specific faculty.

LST 690 - Independent Study (1 to 6)

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

LST 691 - Research I (3,6)

Review literature in the field of study and develop a faculty-supervised proposal for a thesis or research project.

LST 692 - Research II (3,6)

Complete a faculty-supervised thesis or research project.

Math

MAT 500 - Select Topics: Mathematics (3)

Topics in various aspects of mathematics. The exact topics may vary from year to year in response to the needs and interests of students and instructors.

MAT 503 - History of Mathematics (3)

Origin of numbers and changing views of mathematics, pre-civilization through the early twentieth century.

MAT 505 - Problem Solving in Mathematics (3)

Principles of problem solving, mathematical thinking and mathematical reasoning, deductive and inductive reasoning, mathematical induction, solutions of recurrence relations. Detecting mathematical fallacies and flaws. Modeling problems, psychological strategies for overcoming math anxiety.

MAT 517 - Early Childhood/Elementary Education: Mathematics (3)

Basic mathematical concepts. Mathematics standards, math phobia. Internet resources, Word, Excel, Power Point.

MAT 535 - Contemporary Mathematics (3)

Mathematics relevant to business, politics, history and the social sciences. Realistic approach to problem solving.

MAT 551 - Classical and Modern Geometry (3)

Geometric structures. Formal geometries and models. Theoretical development of geometric concepts. Geometric constructions. Locus of points. Conic sections. Fractal geometry. Geometry in nature and real life. Discovering geometry by technology.

MAT 590 - Independent Study (1 to 6)

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

MAT 600 - Selected Topics (3)

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

MAT 690 - Independent Study (1 to 6)

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

Management

FIN 585 - Health Care Financial Management (3)

The course focuses on the diverse financial planning, management, and accountability systems existing in the health care organizations today and predicted health care financial uses in the future. Prerequisite(s); if any: ACC 506 or permission of instructor.

MGT 501 - Management and Marketing (3)

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

MGT 531 - Marketing and Strategic Planning in the Service Sector (3)

This course examines broad aspects of service sector marketing, management, and strategic planning. Students will explore a variety of topics, including the customer's role in service delivery, designing the service offering, service recovery, strategic plans, and strategy's impact on successfully delivering services. Same as HCA 531.

MGT 602 - Core Topics in Management II (0,6)

Business planning and strategic management; capital structure; cash flow analysis; operational, capital, and cash budgeting; demand theory; cost theory; business simulation experience.

MGT 610 - Core Topics in Management (3)

Investigation of the various functions and ethical impacts inherent within an organization and for which management is responsible including strategy, research and development, marketing, operations, and the supply chain.

MGT 615 - Human Resources Management (3)

This course explores core concepts of understanding and managing human behavior in complex organizations. Course materials cover various legal aspects of human resources management. Employee motivation, collective bargaining, recruitment, employee benefits, and performance evaluation are also addressed. Same as HCA 615.

MGT 616 - Leading Organizational Development and Change (3)

This course examines the major components of organizational development and change: the evolution of organizational development, the nature of organizational change, and how change agents can effectively manage and implement change in organizations. The course is designed to provide an overview of the field of Organization Development, providing consultant tools and methods to current/prospective managers, administrators, and consultants. The emphasis is on practical applications of best-of-class practices for graduate students pursuing careers in government, education, nonprofit, and private sector organizations. Same as HCA 616.

MGT 617 - Corporate Ethics (3)

Ethical issues and dilemmas that contemporary business professionals face in the performance of their duties.

MGT 619 - Strategic Management and Leadership (3)

Case study based course focused on developing skills in strategic competitive analysis, assessing business risk, effective implementation and execution of

strategies, and developing an effective leadership style based on current theories and research. Prerequisite(s); if any: MGT 601 & MGT 602.

Nursing

NUR 510 - Introduction to Professional Nursing (3)

Introduction to Professional Nursing explores the professional foundations for nursing practice. This course introduces students to all aspects of the nursing profession including roles and responsibilities of the professional nurse, nursing theory, legal and ethical principles, and the regulatory process. In addition, this course will introduce nurses as members of the healthcare team, emphasizing the importance of patient-centered care, interprofessional collaboration, and evidence-based practice.

NUR 511 - Health Assessment for the Advanced Generalist (2, 1)

This course provides the opportunity through classroom and laboratory sessions for students to learn the theories and skills involved with assessment of physical, psychological, social, cultural, and environmental aspects of patients across the life span. This course introduces the essential competencies to provide a foundation for advanced practice nurses to develop advanced health assessment skills: communication, history, and physical examinations (focused and complete); diagnostic reasoning; written and oral presentation of findings.

NUR 512 - Leadership Development in Professional Nursing (3)

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

NUR 513 - Health Promotion and Equity Across the Lifespan (3)

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

NUR 514 - Pathophysiology for the Advanced Generalist (3)

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

NUR 521 - Foundations of Nursing Practice (2, 1, 2)

This course provides an introduction to the essential aspects of nursing practice including infection control, healthcare technology, nursing care, critical thinking, patient education, holistic assessment, injury prevention, and effective communication. Students will demonstrate proficiency in essential nursing skills with a focus on creating and maintaining a safe patient care environment. The nursing process will be utilized to promote health and provide holistic nursing care to patients at all stages of the lifespan, across the health-illness continuum, and in a variety of healthcare settings. Students will develop the affective, psychomotor, and cognitive skills necessary to the practice of a professional nurse.

NUR 525 - Pharmacology for the Advanced Generalist (3)

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

antidotes. Students will explore quality and safety initiatives regarding medication administration, as well as financial implications and relevant health policy.

NUR 533 - Care Coordination of Older Adults (2, 1)

This course provides an in depth look at the unique aspects of nursing care for the older adult. The health status of older adults is diverse and frequently very complex. Students will explore how income level, living arrangements, access to resources and healthcare, and psychosocial support affect the health and wellbeing of the older adult patient. Students will implement strategies to maintain optimal health for the older adult with chronic illness. Health promotion, health maintenance, disease prevention, and treatment of illness will be explored with a focus on the safety and security of the older adult patient.

NUR 534 - Psychiatric and Behavioral Health Nursing (2, 1)

This course presents the biopsychosocial model as a framework for understanding psychiatric mental health nursing. The nursing process is used to operationalize critical thinking and clinical decision-making in the care of individuals, groups, and families responding to complex neurobiologic and psychosocial alterations. Emphasis is placed on the development of a therapeutic nurse-client relationship and the utilization of therapeutic communication strategies. Biopsychosocial interventions including psychotropic medications, individual and group therapies, and psychoeducation will be explored. Legal and ethical issues relating to patients with psychiatric concerns as well as health policy and advocacy will be discussed.

NUR 541 - Care Coordination of Adult Health I (2, 1, 2)

This course builds upon foundational aspects of nursing care to prepare students to facilitate individual and family adaptation to acute stressors within adult medical-surgical nursing. Common physiological and psychosocial stressors and related principles of patient care management are explored. Major concepts related to fluid and electrolyte balance, tissue perfusion, acid-base balance, and common disorders of various body systems are introduced. Using the nursing process,

students will provide evidence-based nursing care to adults with acute and chronic medical complications.

NUR 545 - Scholarly Inquiry and Evidence-Based Practice (3)

This course compares and contrasts the scholarship of discovery (research) with the scholarship of application (evidence-based practice improvement), including their different purposes and methods of inquiry. Students will learn how to read and critique different types of evidence, including research and clinical practice guidelines with a focus on application to practice. The course will culminate in a critical evidence review on a focused clinical question with recommendations for practice that will serve as a basis for continued project development in the Nursing Project Capstone.

NUR 551 - Care Coordination of Adult Health II (2, 1, 2)

This course focuses on the increasing complexity of illness, the nursing process in the adult population, complex physiological and psychological stressors, and related principles of patient care management. Students will further their knowledge related to common disorders of various body systems and care of the post-surgical patient, refine their nursing skills, and provide comprehensive care to patients in diverse clinical settings. In addition, students will explore healthcare as a system, evaluating policies, procedures, organizational structure, and financial considerations.

NUR 555 - Nursing Care of Women and Childbearing Families (2, 1)

This course explores health promotion and equitable healthcare for women across the lifespan, as well as care of the woman and family throughout pregnancy and the postpartum period. Fetal/neonatal physiologic adaptation, stressors, and care are presented. Maternal, paternal, and family adaptation theories are discussed with a focus on health promotion and self-management of the family. Students will integrate theory, critical thinking, and the nursing process to guide nursing care of women and families through the perinatal period. Relevant health policy and advocacy are explored with a focus on quality, safety, and equitable nursing care.

NUR 556 - Nursing Care of Children and Adolescents (2, 1)

This course focuses on the nursing care of families with children, from infancy to adolescents. Well-child health promotion and childhood illness are discussed. Emphasis is placed on the nurse's use of anticipatory guidance and knowledge of the normal processes of childrearing and child development. The course presents the family as a unit of care. Family and developmental theories are applied to guide nursing care with a focus on physical and psychosocial wellness. Relevant health policy and advocacy are explored with a focus on quality, safety, and equitable nursing care.

NUR 557 - End of Life and Palliative Care Nursing (2)

This course explores the nurse's role in end of life issues, palliative care, and related complementary therapies. Physical, psychosocial, and spiritual concerns of patients and families as they relate to pain, comfort care, and end-of-life decisions are discussed. Health policy and advocacy for the dying patient and their family, as well as ethical and legal considerations are analyzed.

NUR 560 - Nursing Care of Populations and Communities (2, 1)

This course focuses on the health of populations and communities through the study of epidemiology, health promotion, and disease prevention across the lifespan. The influences of environment, genetics, culture, economics, and access to care are analyzed throughout the course. The organization and function of federal, state, and local health care systems and their relationship are also explored. Students will interact with vulnerable populations in a variety of settings and will develop a service learning project that focuses on health promotion, disease prevention, and risk reduction for a specific population. The socioeconomic impact of care, health equity, and healthcare education are emphasized throughout.

NUR 567 - Healthcare Education and the Nurse Leader (2, 1)

This course presents an in-depth view of the nurse as an educator. The nurse leader's role in educating patients as well as the healthcare team is explored.

Students will apply learning theories to practice and analyze factors that influence health literacy including developmental stage, gender, socioeconomic, and cultural attributes of the learner. Learning style and preferences, motivation to learn, and the role of technology in healthcare education are discussed.

NUR 571 - Care Coordination of Adult Health III (2, 1, 2)

This course focuses on the integration of theoretical, clinical, and professional concepts to provide care for patients with complex health issues. The nursing process is applied in the care of patients with critical illness and trauma. Emphasis is placed on effective assessment, differential diagnosis, critical thinking skills, clinical judgment, and interprofessional communication. Students will provide nursing care to critically ill patients in the intensive care or advanced care setting as a member of the interprofessional team. The nurse's role in promoting a culture of safety, mitigating risk, and transitioning care during emergencies is discussed.

NUR 575 - Global Health, Equity, and Responsibility of the Nursing Profession (3)

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

NUR 584 - Healthcare Informatics (3)

This course provides an introduction to the knowledge, background, application, and evaluation of healthcare informatics and technologies at all levels of the healthcare system. Students will learn how to use information technology to communicate and manage

care with a patient-centered focus for diverse patient populations. Data and evidenced-based communication and information technology initiatives will be analyzed to support delivery of safe, high-quality, and efficient care within the legal, ethical, and regulatory standards. Internal and external influences on outcomes, workflow, interoperability, access, and financial impact at all system levels will be explored.

NUR 588 - Org Lead & Role Devel APN (3)

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

NUR 591 - Nursing Capstone Project Seminar (2, 1)

This course is designed to assist generalist advanced practice nursing students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based practice improvement (EBPI) project related to a selected aggregate, population or health care system. Student teams will create a focused clinical question (PICO) to guide a search for, and critical analysis of, best evidence to answer the clinical question. Student teams will develop an evidence-based practice improvement (EBPI) proposal reflecting synthesis of the best available evidence on the team's clinical question.

NUR 596 - Transition to Professional Nursing Practice (3, 3)

This course facilitates the progression from student nurse into the professional roles of the master's generalist nurse and nurse leader. This course prepares students to analyze current issues in nursing including healthcare trends, quality improvement application, and healthcare legislation and advocacy. Clinical transition experiences will support safe, quality, and fiscally sound care across diverse settings. Prerequisite(s); if any: NUR 571.

NUR 603 - Quality Improvement and Safety in Health Care (3)

This course prepares students to analyze information and apply quality improvement methods to affect safety and quality of care and to improve patient outcomes. The use of current and emerging technologies to support safety, quality, and fiscally sound care across diverse settings will be emphasized.

NUR 604 - Advanced Pathophysiology (3)

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

NUR 607 - Curriculum Development and Implementation (3)

This course focuses on curriculum design, content organization, and planning related to curriculum development. The issues and procedures involved in designing and implementing curricula will be discussed. Students will develop and implement a learning project with a target population. The student will participate in 90 clock hours of practicum.

NUR 608 - Epidemiology and Population Health (3)

This course explores health promotion, community assessment and disease prevention in diverse populations using epidemiological theories. Chronic and communicable disease incidence, at risk populations, clinical interventions, genetics and genomics and evidenced based practice will be investigated as it applied to advanced practice nursing.

NUR 609 - Nursing Research and Evidence Based Practice (3)

This course will teach the advanced practice nurse to generate and implement nursing research to improve healthcare outcomes, initiate change, and improve nursing practice.

NUR 611 - Advanced Health Assessment and Diagnostic Reasoning I (3)

This course introduces the essential competencies to provide a foundation for advanced practice nurses to

develop advanced health assessment skills: communication, history, and physical examinations (focused and complete); diagnostic reasoning; and written and oral presentation of findings. Prerequisite(s); if any: Prerequisite(s): NUR 604

NUR 612 - Advanced Health Assessment and Diagnostic Reasoning II (2)

This course assists the Family Nurse Practitioner (FNP) student to develop advanced assessment skills, appraisals of diagnostics (tests, labs) and competency in common office procedures. Prerequisite(s); if any: Prerequisite(s): NUR 611

NUR 613 - Health Policy and Advocacy (2)

This course examines the relationship of health outcomes and the impact of the advanced practice nurse as advocate for vulnerable populations, the profession, and health-promoting policies at the organization, local, state, and federal level.

NUR 614 - Stat Analysis and Scholarly Inquiry (3)

This course will allow the advanced practice nurse to critically analyze the scientific foundation of nursing by means of evaluating statistical research for scientific quality and applicability to promote evidence based practice. Prerequisite(s); if any: Prerequisite(s): NUR 609

NUR 615 - Advanced Pharmacology (3)

This course will examine foundational principles of safe pharmacology, pharmacokinetics, pharmacodynamics, vaccines and toxicology across the lifespan in diverse healthcare settings.

NUR 616 - Advanced Pharmacology II (2)

This course examines the requirements of Family Nurse Practitioners (FNP) to prescribe across the lifespan in primary care settings. The course will focus on the legalities and clinical decision-making in prescribing pharmacologic therapy. There is an emphasis on evidence based decision making to provide clinically applicable, cost effective selections of pharmacotherapeutics. Completion of the NYS Prescribing course and NYS Opiod Training is

mandatory for all students. Prerequisite(s); if any: Prerequisite(s): NUR 615 and NUR 604

NUR 617 - Instructional Design and Teaching with Technology (1,3)

This course prepares students to apply theoretical concepts of education and learning to teaching in nursing. Fundamentals of instructional design, theories of teaching and learning, instructional design models, technology use in education, and learner diversity will be explored. Design considerations for technology-based instruction will be addressed. Prerequisite(s); if any: NUR 607

NUR 618 - Test Construction and Analysis (3)

This course introduces assessment as it relates to item writing, exam formulation, and evaluation of exam reliability and validity in nursing education. Concepts related to learning, psychometrics and student evaluation will be emphasized. Prerequisite(s); if any: Prerequisite(s): NUR 607

NUR 621 - Health Promotion and Primary Care I (5)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is on development and prevention screening, age specific health management, vaccines, skin, EENT, and dental health. The student will complete 225 practicum hours in conjunction with this theory course. Prerequisite(s); if any: NUR 611, NUR 615, and NUR 995.

NUR 622 - Health Promotion and Primary Care II (5)

This course provides the Family Nurse Practioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is gender health, screening and the health management of childbearing individuals. The student will complete 275 practicum hours in conjunction with this theory course. Prerequisite(s); if any: NUR 621. Prerequisite or Co-requisite NUR 616.

NUR 623 - Assessment and Evaluation in Nursing Education (3)

This course provides an overview of classroom and clinical student appraisal mechanisms. Assessment and evaluation of learning through the application of technology will be explored. In addition, evaluation at the program and course levels are addressed in conjunction with national and regional accreditation standards. Clinical performance appraisal will be a central focus of this course. Prerequisite(s); if any: Prerequisite(s): NUR 607

NUR 624 - Teaching Learning Practicum (1, 2)

This course will examine and implement the nurse educator role in the relation to academia, health care organizations and the profession of nursing, The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 617 and NUR 623

NUR 625 - Health Promotion and Primary Care III (6)

This course provides the Family Nurse Practitioner (FNP) student the foundational theoretical and practice knowledge for the assessment and management of common health disorders across the lifespan in primary care settings. The focus of this course is to develop clinical decision making to screen for and manage chronic illnesses: anemia, COPD, asthma, diabetes and hypertension. The student will complete 275 practicum hours in conjunction with this theory course.

 Prerequisite(s); if any: Prerequisite(s): NUR 622

NUR 627 - Organizations Theory and Management (3)

Course outcomes provide an overview of theories of organizations with particular focus on the dynamics of human resource management. Given the changing and complex nature of healthcare organizations, students will be prepared to respond to a number of workforce issues and demands, including a culturally diverse workforce and generational differences among staff.

NUR 628 - Innov Lead in Health Care (3)

The focus of this course is to prepare the nurse administrator to lead and manage complex health care organizations, in an environment of continuous change and fiscal challenges. In addition, they need vision and skills in managing the changes required to close the gap of the latest research and implementation of evidence-based care in healthcare settings.

NUR 631 - Nursing Leadership Theory and Practice I (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. Students will develop advanced practice nurse leader skills associated with organizational management theory, analytical skills, collaboration and decision making. The student will develop a leadership project with an experienced nurse leader. The student will participate in 90 clock hours of practicum.

NUR 632 - Nursing Leadership Theory and Practice II (1, 2)

This course provides an observed leadership practicum with an experienced nurse leader. This course builds on the knowledge of organizational leadership and quality improvement. The student will integrate advanced knowledge and skills into practical applications in the role of nurse leader. The student will participate in 90 clock hours of practicum. Prerequisite(s); if any: Prerequisite(s): NUR 631

NUR 633 - Health Care Finance and Budgeting (3)

This course focuses on the impact of finances in the delivery of healthcare services. Basics of healthcare financial management including budget development, personnel (FTE) allocation, cost analysis and management of financial resources such as capital equipment and supply budget will be explored.

NUR 634 - Nurse Practitioner Culminating Seminar (2)

This course prepares students in the Family Nurse Practioner (FNP) track to summarize, evaluate, and integrate their experiences as they transition from Registered Nurse (RN) to entry level Advanced Practice Nurse (APN). The focus of this course is placed on practice issues in diverse healthcare settings, job negotiation strategies, exploring collaboration with

a review of state licensure, national certification and federal reimbursement mandates. A comprehensive exam will be given in this course. Prerequisite(s); if any: NUR 625 Co-requisite(s): NUR 625

NUR 637 - Mediation, Conflict Resolution, and Negotiation (3)

This course will prepare advanced practice nurse leaders with the foundational knowledge to engage and resolve conflict in the diverse interdisciplinary health care system. The dynamics of conflict and communication theory within the organizational setting will be explored.

NUR 995 - Nurse Practitioner Skills Residency (0)

Nurse Practioner skills residency. Prerequisite(s); if any: Prerequisite(s): NUR 604 and NUR 611

Nutrition

NTR 534 - Global Nutrition (4)

The goal of this course is for students to explore major global nutrition problems, programs and strategies designed to lessen the global burden of nutrition related morbidity and mortality, as well as the burden on the environment. Students will examine and debate existing solutions at the local, national, and international level, including policy impact on programs, public health interventions, and public health practices and environmental issues. Prerequisite(s); if any: BIO 205.

NTR 604 - Complementary Nutrition (4)

This course provides a comprehensive look at functional food and dietary supplements including the safety, efficacy and research associated with the supplemental use of vitamins, minerals, nutraceuticals and herbs. Students will examine the challenges in regulating supplements, the role of supplements as alternative or complementary medicine, the biology of common but complex diseases such as cancer and depression, and the molecular mechanisms of supplements' effects on the human body. Prerequisite(s); if any: NTR 450.

NTR 607 - Sports Nutrition (4)

This course is designed to provide an overview of nutrient use in exercise/athletic performance and nutrition strategies to improve exercise performance. The course includes thorough review of current literature in Sports Nutrition. Topics include fuel use during exercise, nutrient requirements for optimal performance, behavioral strategies for improving dietary habits, and supplements

NTR 624 - Advanced Pathophysiology and Medical Nutrition Therapy (4)

This course is an advanced study of the pathophysiologic basis of disease as it affects individuals across the life cycle. Emphasis will be placed upon endogenous and exogenous factors which contribute to altered functional balance at the cellular, tissue, organ, and system levels. The course emphasizes mechanisms of disease, including cell injury, fluid and electrolyte imbalances, acid-base imbalances, and genetic defects that cause aberrations resulting inflammation and dysfunction of the immune, endocrine and cardiovascular systems. Disease states commonly encountered in clinical setting that have nutritional implications and nutritional treatments.

NTR 650 - Master's Project in Nutrition (4)

The seminar course is designed for student to complete the master's project. The project is an opportunity to integrate knowledge and skills acquired over the course of the Dietetics and Nutrition major. The project should grow out of previous coursework and supervised experience by completing the project upon completing of didactic and supervised experience. Working independently under the super¬vision of a faculty member students must conceive, initiate, and realize a project that demonstrates graduate-level critical inquiry and analysis in an academically appropriate, clear and coherent manner.

NTR 691 - Professional Experience (12)

This course will require the application of knowledge and skills at the entry-level dietetics professional under the supervision of a qualified professional.

Students must have successfully completed all didactic work prior to admittance and be granted permission by the Program Director. Graded as P/F. Prerequisite(s); if any: Admittance by Permission of the Program Director.

Occupational Therapy

OCT 500 - Select Topics: Health (1 to 3)

Topics relevant and timely to the provision of services aimed at promoting health and enhancing quality of life.

OCT 505 - Theoretical Basis of Occupational Therapy (3)

Theory and foundations of practice from historical and current perspectives; importance and role of occupation. Open only to students in the professional phase of the occupational therapy major.

OCT 506 - Human Occupations (3)

Exploration into the relationship between participation in human occupation and quality of life throughout the lifespan. Includes activity analysis, assessment of occupational performance, and the use of occupation to facilitate participation in life contexts.

OCT 521 - Documentation in Practice (1)

The focus of this course will be on terminology, format, and guidelines for documentation of occupational therapy services.

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.

OCT 526 - Case-Informed Discussion: Adolescents and Young Adults (2)

Case-informed discussion related to the role of occupational therapy with adolescents and adults. Open only to students in the professional phase of the occupational therapy major. Co-requisite(s): OCT 571.

OCT 527 - Case-Informed Discussion: Adults (2)

Case-informed discussion to the role of occupational therapy with adults. Prerequisite(s); if any: OCT 526. Co-requisite(s): OCT 572.

OCT 543 - Fieldwork Level IA Prep (0)

Students will gain knowledge and skills in preparation for their first level I experience.

OCT 549 - Research Seminar I (1)

Students will gain proficiency in basic research skills including proposal development and data collection. Co-requisite(s): OCT 568.

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. Prerequisite(s); if any: OCT 551.

OCT 553 - Fieldwork Level IA (1)

Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 561 - Professional Roles: Development (3)

Introduction and development of professional roles in practice settings with adults; emphasis on educator, researcher, and administrator roles.

OCT 567 - Fieldwork Level IIA Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience.

OCT 568 - Occupational Therapy Research Analysis and Integration (2)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 525. Co-requisite(s): OCT 549.

OCT 571 - Occupational Performance: Adolescents and Young Adults (0,4)

Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention.

Co-requisite(s): OCT 526.

OCT 572 - Occupational Performance: Adults (0,4)

Role of occupational therapy with adults older than 40 years of age; evaluation and intervention. Co-requisite(s): OCT 527.

OCT 573 - Fundamentals of Occupational Therapy Practice I (2)

Principles and procedures related to the practice of occupational therapy within a variety of settings. Topics include but are not limited to standardized administration of assessments, patient handling and transfer techniques, and documentation.

OCT 574 - Fundamentals of Occupational Therapy II (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with a variety of clients within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to advanced intervention approaches. Competency in

basic skills is assured in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 573

OCT 601 - Occupational Performance: Children (0,4)

Occupational therapy practice with children (aged 0 - 13): evaluation, intervention and outcomes. Co-requisite(s): OCT 604.

OCT 602 - Synthesis: Occupation-Based Practice with Children (2)

Emphasis on best practice statements that reflect evidence-based practice, family-centered care, and occupation-based practice within systems serving children. Critical analysis of literature and creation of personal perspective on practice with children. Prerequisite(s); if any: OCT 601.

OCT 604 - Case-Informed Discussion: Children (2)

Case-informed discussion related to the role of occupational therapy with children between the ages of 0 to 13. Open only to students in the professional phase of the occupational therapy major. Co-requisite(s): OCT 601.

OCT 605 - Fundamentals of Occupational Therapy III (2)

This course builds on the foundational skills learned in prerequisite course work to further prepare students to work with children, their families, and other involved professionals within different contexts. Topics include handling and positioning, assistive technology, documentation, and exposure to intervention approaches appropriate for children. Competency in basic skills is assumed but will be reinforced and applied to more complex situations in preparation for subsequent fieldwork. Prerequisite(s); if any: OCT 574

OCT 608 - Foundations in Occupational Science (3)

This course will introduce students to the discipline of occupational science by examining its history, scientific evidence and impact on the practice of occupational therapy. The influence of personal,

social, community, behavioral, developmental, and environmental factors on engagement and the promotion of health, wellness and occupational balance for individuals, groups and populations will be examined. Prerequisite(s); if any: OCT 506.

OCT 615 - Synthesis: Theory to Practice (2)

Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy. Prerequisite(s); if any: OCT 505.

OCT 622 - Writing for the Profession (2)

Students will engage in writing for various venues and purposes, understanding the role of the audience when selecting the style and format of their writing. Prerequisite(s); if any: OCT 521.

OCT 623 - Fieldwork Level IB Preparation (0)

Students will gain knowledge and skills in preparation for their first level I experience with children.

OCT 633 - Fieldwork Level 1B (1)

Practical application of course material through a second experience of supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 637 - Occupational Therapy Manager (3)

Synthesis and integration of principles of management and impact of systems on provision of occupational therapy services to individuals in various populations and communities.

OCT 648 - Occupational Therapy Research Analysis and Integration (1)

Methods associated with analysis and organization of data for evidence-based practice, publication and/or presentation. Prerequisite(s); if any: OCT 549. Co-requisite(s): OCT 649.

OCT 649 - Research Seminar II (1)

Students will gain proficiency on advanced literature searching and critical reading with the goal of producing a systematic review that will address a practice/research question. Prerequisite(s); if any: OCT 568. Co-requisite(s): OCT 668.

OCT 651 - Fieldwork Level IIB Preparation (0)

Students will gain knowledge and skills in preparation for their first level II experience with children.

OCT 652 - Community II (1)

Experiential learning in community setting with focus on occupation, professional development, and communication skills. Application to teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

OCT 654 - Fieldwork Level IIA (6)

First Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on a pass/fail basis.

OCT 655 - Community III (1)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis. Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 656 - Fieldwork Level IIB (6)

Second Level II fieldwork experience of twelve weeks in an approved field work setting. Graded on pass/fail basis.

OCT 657 - Fieldwork Level IIC (0 to 4)

Occupational field work experience in an approved specialty area. Graded on pass/fail basis. May not be used to meet credit hour requirements for M.S. degree in occupational therapy.

OCT 658 - Fieldwork Level IID (1 to 6)

Level II fieldwork of up to 6 weeks in an approved fieldwork setting. Graded on a pass/fail basis. May be repeated for credit.

OCT 663 - Advanced Professional Roles (3)

Exploration of diverse roles in occupational therapy within different service delivery systems. Advanced professional development and dissemination of information to meet evolving needs in occupational therapy practice setting, including community-based practice.

OCT 668 - OT Research Dissemination (2)

Students will gain proficiency in the skills necessary for both the oral and written dissemination of research findings. Prerequisite(s); if any: OCT 549 and OCT 568. Co-requisite(s): OCT 649.

OCT 669 - Research Seminar III (2)

Completion of approved research project under faculty sponsorship.

OCT 673 - Interprofessional Practice (0-1)

Students will gain the knowledge and skills needed to practice interprofessionally in a variety of settings. Prerequisite(s); if any: IPE 504.

OCT 688 - Culminating Project I: Becoming an Agent of Change (1)

Initial exploration into the process of becoming a change agent in the areas of best practice, leadership, advocacy, higher education and theory development. Students will assess evidence about the current state of an area of interest as well as self-knowledge and use this to develop a personal perspective of occupational therapy and a plan for facilitating change via their eventual culminating project that will include their final experiential component.

OCT 698 - Culminating Project II: Project Exploration (1)

Exploration of potential culminating projects and sites Prerequisite(s); if any: OCT 688.

OCT 721 - Culminating Project III: Project Proposal Development (3)

Students will develop a proposal for their experiential component, including a timeline, purpose, rationale, theoretical underpinnings and procedures/methods for the project Prerequisite(s); if any: OCT 698.

OCT 722 - Culminating Project IV: Proposal Defense and Experiential Component Preparation (3)

Students formally present proposal to OT faculty and revise as needed. Students complete preparatory work for eventual experiential component, including as appropriate a needs assessments or program development proposal Prerequisite(s); if any: OCT 721.

OCT 735 - Best Practice in Emerging Areas with Adults (3)

Students will identify best practices in occupational therapy for adults with emphasis on societal trends, emerging practices, and outcomes across systems, populations, and communities. Students will be further required to analyze, critique, and prioritize the evidence supporting practice decisions across the OT process in varied practice settings.

OCT 736 - Best Practice in Emerging Areas for Children and Adolescents (3)

Students will identify best practices in occupational therapy for children and adolescents with emphasis on societal trends, emerging practices, and outcomes across systems, populations, and communities. Students will be further required to analyze, critique, and prioritize the evidence supporting practice decisions across the OT process in varied practice settings.

OCT 745 - Advanced Theory and Theory Development (3)

Students will explore the process of theory development and the interaction of theory with practice, applying multiple occupational therapy theoretical perspectives to varied practice settings. Focus will be on comparing and contrasting these perspectives in terms of their ability to meet society's current and future occupational needs.

OCT 753 - Seminar: Leadership within the Occupational Therapy Profession (1)

Students will engage in the study of the challenges facing leaders in the profession of occupational therapy. Students will build on their prerequisite knowledge related to systems change and principles of leadership, applying that knowledge to situations relevant to the practice and profession of occupational therapy. Prerequisite(s); if any: HCA 521, BUS 613.

OCT 775 - Capstone Project - Planning and Implementation (3)

Students will identify an issue in a practice setting of their choice, developing a plan to address that issue and evaluate the results of their plan. Students will demonstrate their ability to use the knowledge and skills, developed through course work and experience, to create new knowledge or to apply knowledge in creative, innovative ways. Prerequisite(s); if any: Completion of all required and elective coursework.

OCT 785 - Capstone Project - Analysis and Dissemination (3)

Students will implement the capstone project planned during prerequisite coursework, analyzing data obtained about the efficacy and effectiveness of the project. The goal of the project will be the creation of new knowledge or the application of existing knowledge in a creative and innovative manner. The report will be of a quality appropriate for dissemination to a professional audience. Prerequisite(s); if any: OCT 775

OCT 788 - Culminating Project V: Experiential Component and Final Project (8)

This is the fifth course in the sequence of collaborative courses related to students' culminating projects. Students will engage in experiential, site-specific activities, collecting and producing data, analyzing data, and writing up results. Students will create a product for the dissemination of this knowledge via a peer-reviewed presentation or publication. Prerequisite(s); if any: OCT 722.

Philosophy

PHI 503 - Environmental Ethics (3)

Topics covered include the relationship between environmental and traditional ethics, the nature of value, and interconnectedness in ethics and nature.

PHI 504 - Evolution and its Discontents (3)

An examination of the foundations and claims of neo-Darwinism; its application to ethics, religion, sociology, psychology, and philosophy; and criticisms of the theory.

PHI 505 - Ethical Issues in Contemporary Science and Technology (3)

Students are introduced to ethical issues at the intersection of contemporary politics, science, and culture. The course focuses on how technological changes have affected our conception of human beings.

PHI 586 - Medical Ethics and Children (3)

This course explores many of the complex ethical issues that arise in the practicing of medicine with children. Principles such as autonomy, confidentiality, and trust take on new meanings when applied in the context of pediatric care. Meets with PHI 386

PHI 655 - Cyber Ethics (3)

This course examines how various classical theorists have interpreted the concept of morality and how these interpretations apply to cyber conflict, cyber ethics, and the use of technology more generally.

Physical Therapy

PHT 701 - Foundations of Autonomous Practice (2,3)

Core professional values and professional roles in patient/client management are explored. Disablement models are applied to guide physical therapy diagnosis and screening for underlying pathology. Principles of evidence-based practice and outcomes measurement are introduced.

PHT 712 - Prevention and Wellness (2,3)

Explore epidemiology related to the role of physical therapy in primary care, emphasizing screening and

risk stratification to develop exercise programs to promote health and wellness and prevent injury and disease. Prerequisite(s); if any: PHT 701.

PHT 716 - Global Health Care Issues (3)

Current perceptions of the influence of health policy and professionalism on physical therapy practice are examined. Strategies for fostering leadership within profession are introduced. Principles of business management are applied to physical therapy practice. Prerequisite(s); if any: PHT 701.

PHT 721 - Diagnostic Imaging I (2)

Fundamentals of diagnostic imaging for screening, evaluation, diagnosis, prognosis, and outcome assessment. Scientific principles underlying multiple imaging technologies will be covered. Prerequisite(s); if any: PHT 701.

PHT 722 - Diagnostic Imaging II (2)

Analysis of pathophysiology and related imaging in the practice of physical therapy. Emphasis on incorporation of imaging data in the diagnosis, differential diagnosis, prognosis, and outcome assessment for pathology of specified body system. Prerequisite(s); if any: PHT 701.

PHT 723 - Pharmacology and Pathophysiology I (2)

Principles of pathophysiology and pharmacology, from cellular to systems level; drug action on the nervous and cardiopulmonary systems, including therapeutic and adverse responses; traditional and evolving information related to pharmacology in physical therapist's practice. Prerequisite(s); if any: PHT 701.

PHT 724 - Pharmacology and Pathophysiology II (2)

Analysis of pathophysiology and pharmacology related to the practice of physical therapy; drug action on the musculoskeletal system; accessing, evaluating, and applying information to patient/client evaluation, prognosis and the determination of physical therapy interventions. Prerequisite(s); if any: PHT 723.

PHT 779 - Clinical Education IV (8)

Designed to allow students to integrate the multifaceted roles of clinicians into current practice within the health care system. Upon completion of this final clinical experience, students exhibit practice level expectations of entry level professional. Prerequisite(s); if any: PHT 769.

PHT 816 - Practicum (1 to 6)

Capstone course tailored to individual student needs and professional interests. Students select education, management, or research as a focus. Individual or group experiences are planned with individual faculty. May be repeated once. May be repeated once. Prerequisite(s); if any: PHT 701.

PHT 995 - Residency (0)

Physics

PHY 590 - Independent Study (0 to 6)

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

PHY 600 - Selected Topics (3)

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

PHY 690 - Independent Study (0 to 6)

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

Psychology

PSY 604 - Child and Adolescent Development:Implications for Educators (3)

Developmental theory, principles, and research and their application to the effective education of diverse

student populations. Twenty hours of field work required.

Psychology Child Life

PCL 503 - Introduction to Child Life Specialty (3)

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

PCL 504 - Social and Historical Context of Child Life (2)

This course provides a comprehensive review of the field of child life, including a historical perspective of the care of children in healthcare, the origins of child life, its growth as an organized profession, the current state of psych-social acre in healthcare, and opportunities and possibilities for the future.

PCL 507 - Child Life Practicum (3)

This course will consist of a minimum of 100 hours of volunteer assistance in a hospital under the direction of a Certified Child Life Specialist to gain practical experience working with children and adolescents with healthcare needs. Coursework includes written work and the evaluation of student performance in the hospital setting. Prerequisite(s); if any: PCL 503

PCL 609 - Advanced Research Methods (3)

This course addresses principles of evidence-based practice and provides the basis for exploring research designs for evaluation of prevention/intervention programs in Child Life Specialty and children's healthcare using univariate and multivariate analyses.

PCL 623 - Therapeutic Play Techniques (3)

This course introduces empirically-based therapeutic play techniques for children and adolescents coping with health concerns. Topics for this course include age-appropriate strategies and therapeutic activities based on principles of play to support children and adolescents who are coping with issues related to separation anxiety, self-esteem, body image, death, isolation and pain.

PCL 624 - Psycho-Social Care of Hospitalized Children & Adolescents (3)

This course focuses on young people's reactions to hospitalization at each stage of their development and the interventions initiated by child life specialists and other healthcare professionals to reduce the stress of hospitalization. Topics include the role of parents, how to prepare young patients for hospital admission and medical procedures, and how to plan and conduct therapeutic play and recreation programs in the hospital setting. Prerequisite(s); if any: PCL 623

PCL 627 - Grief & Mourning: Support Systems and Practices (3)

This course provides an introduction to current issues and research related to palliative care, grief, loss, and bereavement as it impacts children, adolescents, and their families. Concepts of bereavement, grief and loss as they relate to children, adolescents, siblings, and parents across various cultural contexts will be examined. Current clinical techniques and coping strategies will be explored.

PCL 628 - Public Policy & Advocacy in Children's Healthcare (3)

This course provides an overview of current issues impacting children's rights and health. This course will focus on the influence of public policy on children's rights and health at the federal, state, and local levels. Students will develop the knowledge and skills to analyze, communicate, and advocate for children's healthcare policy issues and support families in their advocacy efforts.

PCL 633 - Family Systems: Theory and Practice (3)

This course will examine theories regarding the family as a system. Characteristics that represent the range of family systems will be explored, and characteristics that differentiate functional from dysfuctional families will be analyzed. Implications for practice in the field of children's healthcare will be explored.

PCL 668 - Internship Preparation (1)

This course provides explicit preparation for students' internship and professional practice, including exploration of professional issues and behavior, choosing sites, setting goals, child abuse training, and universal precautions; writing internship goals and agreement; discussion of professional/ethical issues and behavior, supervision, and certification requirements. Prerequisite(s); if any: PCL 507

PCL 670 - Child Life Internship (9)

Supervised experience of a minimum 600 hours in a hospital or other health care facility to seek certification as a child life specialist, or a community agency working with children and/or adolescents affiliated with the program. Written work, project, and periodic evaluations. Co-requisite(s): PCL 673

PCL 673 - Professional Development and Leadership Seminar (0)

This course is the culminating academic experience, taken concurrently with the Child Life Internship, concluding with a position paper on a current issue in healthcare/child life studies completed under the supervision of a professor concurrent to the Child Life Internship. Issues such as current health care practice, collaborative decision-making, and supporting families with children who have medical complexity are considered. Permission of director chair required. Co-requisite(s): PCL 670

Public Relations

PRL 608 - Social Media and Influencers (3)

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. Meets with PRL 408.

Risk Management

RMI 610 - Insurance and Risk Management for Today's Professional (3)

This course provides an overview and introduction to different types of non-speculative risks faced by businesses and individuals, and how we identify, measure, control and mitigate those risks. Prerequisite(s); if any: BUS 652.

RMI 620 - Property & Casualty Risk Management for Business and Individuals (3)

This course provides a view of P/C insurance and risk management issues for both commercial concerns and the individual or family. The course will analyze, compare, and contrast P/C issues of businesses and individuals. Prerequisite(s); if any: BUS 652.

RMI 630 - Insuring and Managing Risk for the Person (3)

The course will explore the many risk management and insurance issues individuals must deal with in today's world. Life and health insurance, disability income insurance, retirement, investment and financial planning are covered. Prerequisite(s); if any: BUS 652.

RMI 640 - Managing Risk Across the Enterprise (3)

ERM is the process firms use to identify, measure, manage, and disclose the key risks. This course explores the theory and process of identifying risks and their impact on the value of the firm. Prerequisite(s); if any: BUS 652.

Social Work

SWK 501 - Human Behavior in the Social Environment (3)

The purpose of this course is to introduce the social work student to knowledge of human behavior and development as a base for social work practice. Lifespan development from conception to death and dying is examined. This course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the lifespan. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising form ethnicity, class, cohort, gender, race, sexual orientation, religion, abilities, and other differences.

SWK 502 - Recovery Theory, Values, and Skills (3)

In this course we will explore the theories, models, history, philosophy, and values associated with recovery-oriented practices in social work using an intersectional lens in the discourse around recovery principles and their application across the social work spectrum. In addition, we'll discuss spirituality as an aspect of the recovery process and consider how trauma informs the recovery process. We will also review material related to the concept of resilience of children and their families. Prerequisite(s); if any: SWK 501.

SWK 503 - Evidence for Practice (3)

This introduction to using research evidence in social work is based on the need for practitioners to develop an appreciation for the place of scientific inquiry in the resolution of social problems and the specific challenges encountered by their clients. The course focuses on finding, assessing, and synthesizing research evidence to support practice approaches with clients and client systems.

SWK 504 - Power, Privilege, and Oppression (3)

This course examines the oppression of diverse populations and its effect on multicultural social work practice. The course is intended to increase awareness of multidimensional aspects of race/ethnicity, gender, sexual orientation, ability, and socioeconomic status in social work practice with individuals, families, organizations, and communities. This course develops a framework for understanding and respecting culturally diverse populations and serves as the basis for the infusion of cultural diversity throughout the curriculum. The initial premise of the course recognizes that the United States is a multicultural society and asserts that competent social work practice cannot occur without understanding how diversity strengthens and enriches us all. While the course specifically examines the role of oppression in shaping lives of members of specific cultural groups (race/ethnicity, gender, sexual orientation, ability, and socioeconomic status), we as members of the social work profession are committed to dismantling all forms of oppression directed at members of any distinct groups.

SWK 505 - Mental Health and Mental Illness (3)

This course critically examines the constructs of mental health and mental illness in social work practice. Mental health is conceptualized as flourishing, which can be measured, and mental illness as context-dependent clusters of symptoms defined by the DSM for use in practice settings. The course examines symptoms, theories of etiology, treatment, and prognosis in primary DSM diagnostic categories, and reviews a variety of assessment tools in the context of ethnicity, race, gender identity, gender expression, sexual orientation, ability, and historically oppressed and/or disadvantaged populations.

SWK 506 - Advocacy for Mental Health (3)

This foundation course furnishes students with the orienting knowledge and skills needed to advocate for, and raise awareness about, mental health policies and to understand their relevance to social work practice. Students will become familiar with basic issues, concepts, values, terminology, frameworks, and ethical issues that define mental health advocacy. It exposes students to knowledge about political, legislative, and legal advocacy, as well as builds skills in working with news media around interviews, press releases, and fundraising. It alerts them to mental health policy's contribution to both oppression and social justice and informs them of how social workers can work to support but also to change the mental health system.

SWK 507 - Generalist Social Work Concepts (3)

Students will gain a historical and practical overview of the social work profession, which includes practice theory. Students will learn how social workers engage in generalist practice and how it is applied with individuals, groups, organizations, and communities. Students will hear from social workers who practice in a variety of settings, such as the juvenile justice system, hospitals, and government and private agencies. This course integrates knowledge of social work practice, values, ethics, social welfare policy, and social justice issues. Students will explore current topics and career opportunities in social work as well as gain an understanding of MSW academic requirements at Utica University including generalist and clinical internship preparation.

SWK 508 - Social Welfare History & Policy (3)

This course addresses social work and social welfare history and policy. It discusses how the policy making process develops; and it explores the values and ethical choices affecting the process. It examines historical and contemporary issues and their impact on social work profession and social welfare. The course highlights relations among social problems, social policies, and social practices as means for promoting social justice.

SWK 511 - Social Work With Individuals, Families, and Groups (3)

This course covers the knowledge and skills essential to interpersonal practice. It integrates content on multiculturalism, diversity, social justice, and social change issues. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

SWK 515 - Social Work and Social Welfare History and Policy (3)

This course addresses social work and social welfare history and policy. It discusses how the policy-making process develops, and it explores the values and ethical choices affecting the process. It examines historical and contemporary issues and their impact on social work profession and social welfare. The course highlights relations among social problems, social policies, and social practices as means for promoting social justice.

SWK 521 - Field Seminar 1 (3)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 522 - Field Seminar 2 (3)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 521.

SWK 531 - Field Seminar 1A (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 532 - Field Seminar 1B (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 535 - Field Seminar 2A (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 536 - Field Seminar 2B (1.5)

This course facilitates student application of classroom learning in a social service agency where students demonstrate skills in all nine CSWE areas of social

work competency. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strengths-based, culturally competent, generalist practice. Graded on a pass/fail basis.

SWK 601 - Clinical Social Work Practice I (3)

This course focuses on advanced social work, clinical, and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn from client populations. Course content explores assessment and treatment principles from the interpersonal, psychodynamic, and cognitive-behavioral approaches.

SWK 602 - Clinical Social Work Practice II (3)

This course addresses therapeutic work with couples, families, and groups. The focus is on the professional use of self in differentiated ways to enhance therapeutic outcomes. The course also reinforces the connections among theory, evidence-based practice, interventions, culturally appropriate, and anti-oppressive approaches to social work practice. Students are prepared to conceptualize and deliver social work services to couples, families, and groups. Prerequisite(s); if any: SWK 601.

SWK 604 - Clinical Assessment (3)

This course continues to build on the skills, values, knowledge, and processes of the generalist curriculum, serving to expand generalist knowledge into advanced student knowledge of assessment theory and practice. The course broadens the person-in-environment assessment perspective of Generalist Practice with the addition of more advanced assessments to conceptualize the individual's inner world, including psychodynamic conflict processes and ego defenses. This course provides social workers with an understanding of the language, developments, and case conceptualizations to assist with the practice of social work. The Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) is used as the organizing framework for this course. Students will gain an understanding of utilizing this as a diagnostic tool used by local, state, and federal governments, major health insurance carriers, and by several academic disciplines. In this course, however, we will critically

examine the DSM and its relevance for social work practice. Factors such as cultural differences, race and ethnicity, social class, gender, and age are discussed in terms of their possible influence on clinical judgment and the diagnostic process.

SWK 605 - Motivational Interviewing (3)

Students will be guided through a sequence of learning activities to develop and refine the skills of motivational interviewing and to begin a process for developing proficiency in this method. Students will also become proficient in identifying and coding motivational interviewing skills.

SWK 606 - Cognitive Behavioral Therapies (3)

This course examines cognitive approaches to social work practice, suggesting methods focusing on clients' problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals, and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families, and groups.

SWK 608 - Social Work with Communities and Organizations (3)

This course covers basic content in community organizing, management, and evaluation, and prepares students to take more advanced courses in their concentration. During this course, students focus on: (1) Understanding the context of macro practice; (2) Identifying problems at the community and organizational level; (3) Organizing and building relationships within communities and organizations; and (4) Organization-based and community-based strategy making, planning, and program development. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. Prerequisite(s); if any: SWK 511.

SWK 610 - Social Work Advocacy (3)

This course furnishes students with the knowledge and skills needed to advocate for and raise awareness about social policies and to understand their relevance to social work practice. Students will examine issues, concepts, values, terminology, frameworks, and ethical issues that define advocacy. It exposes students

to knowledge about political, legislative, and legal advocacy, as well as builds skills in working with news media around interviews, infographics and press releases. It informs them about policy's contribution to both oppression and social justice. Students will learn how social workers can work, support, and change the systems that impact people's lives who are at risk for further marginalization. This online course combines multiple modes of learning within the online course shell including synchronous virtual class meetings.

SWK 614 - Clinical Case Evaluation (3)

This course is designed to prepare students in the basic principles of single-case design for clinical case evaluation and its application to social work practice in agency settings. Using both case examples and agency settings as laboratories, students will learn approaches to single-case design with attention to the value, tensions, and ambiguities related to adapting current evaluation models to agency requirements for evaluation.

SWK 615 - Psychodynamic Theory (3)

The purpose of this course is to review the evolution of psychodynamic theory and consider key concepts in psychoanalysis, ego psychology, object relations theory, self-psychology, attachment theory, relational theory, and intersubjective theories relevant to psychodynamic psychotherapy. Students will explore human psychological functioning as explained by these various psychodynamic theories and through the biopsychosocial lens that informs social work practice.

SWK 616 - Trauma and Recovery (3)

This course examines social work practice theories and interventions and skills as they apply to practice with child and adult survivors of physical, sexual, and other forms of abuse and trauma. Particular attention will be made to the use of engagement, assessment, planning, intervention, evaluation, and follow up. Emphasis will also be placed on diversity and use of social work ethics and values when working with survivors of abuse and trauma.

SWK 617 - Addiction and Recovery (3)

This course will provide students with a theoretical, ethical and skills foundation for advanced social work practice in the field of addiction. The essentials of

direct practice in the context of the structural, political and policy dimensions of addiction will be emphasized. A recovery approach, strengths-based perspective, and harm reduction orientation to addiction will be applied. The course will emphasize the perspective of people struggling with addiction, and the social responsibilities of service providers to the needs of addiction service consumers.

SWK 618 - Understanding and Supporting People Affected by Suicide (3)

This course furnishes students with the knowledge and skills needed to provide effective treatment and support for individuals who are experiencing suicide thoughts, have engaged in self-directed violence with suicide intent, and/or have been impacted by a suicide or suicide attempt. Students will gain an understanding of suicide epidemiology and underlying theory, as well as risk and protective factors for suicide. This course will review strategies to screen for and assess suicide risk, as well as familiarize students with evidence-based upstream to downstream suicide prevention interventions. Suicide prevention safety planning, ethical considerations with suicidal clients, and perspectives from individuals with lived suicide experiences will be highlighted. Upon completion of this course, students will have gained proficiency in the screening and assessment of individuals with suicide risk, the provision of clinical and community interventions, and postvention services with survivors of suicide attempts and suicide loss.

SWK 619 - Social Work with Women and Children (3)

This course is designed to facilitate an understanding and appreciation of the diversity and array of life experiences among women and children, as well as special challenges and issues often faced by these populations. It is designed to foster a critical understanding of the dynamics and consequences of social, political and economic injustices. Attention is given to ethical and cultural issues in defining and intervening with abuse and neglect, as well as historical cycles of poverty in these populations. Emphasis is placed on empowerment and diverse perspectives.

SWK 621 - Field Seminar 3 (3)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 622 - Field Seminar 4 (3)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 621.

SWK 631 - Field Seminar 3A (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally

competent, clinical social work practice. Graded on a pass/fail basis.

SWK 632 - Field Seminar 3B (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis. Prerequisite(s); if any: SWK 631.

SWK 635 - Field Seminar 4A (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

SWK 636 - Field Seminar 4B (1.5)

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of specialized clinical social work practice. Through this internship, students will gain an advanced perspective of professional clinical social work practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will be afforded the opportunity to apply cognitive-

behavioral models and motivational interviewing techniques in work with individuals, dyads, groups, and/or families. Emphasis is placed on promoting competence through strengths-based, culturally competent, clinical social work practice. Graded on a pass/fail basis.

Sociology

SOC 537 - Science & Social Power (3)

Critical examination of science as a primary locus of social power. Socio-historical development of science as a power project; influence of socially constructed scientific reality in production & maintenance of inequality. Seminar format. Prerequisite(s); if any: ANT 101, SOC 151, or permission.

SOC 552 - Minority Experience in American Society (3)

Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. One of the following: ANT 101, SOC 151, SOC 252, or permission of instructor.

SOC 555 - Community and Social Change (3)

This course is an analysis of the challenges and opportunities facing American communities. Topics of discussion include urban growth, structure, segregation, and basic economic and social processes found in cities. Analysis of census data and basic Geographic Information System (GIS) and data visualization practices and their application in policy environments are also explored.

SOC 563 - Complex Organizations (3)

The study of complex organizations in modern society. Examines the basic character of bureaucracy, its functional significance for society, its pathological aspects, its internal structure, and the effects of informal relations within formal systems.

SOC 565 - Demography (3)

Demography is the study of human population size, growth, density and change. The major focus of the course is on fertility, mortality, and migration patterns at the national level. A comparative perspective allows analysis of various demographic variables.

SOC 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.

SOC 600 - Special Topics (3)

How cities are structured and how they function; what it is like to live in an urban setting; problems faced by urban places and how they are addressed. Will also examine different urban settings.

SOC 690 - Thesis (3)

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

Spanish

SPA 500 - Immersion Spanish (3)

SPA 590 - Spanish Culture Research Paper (3)

SPA 604 - Introduction to Applied Spanish Linguistics (3)

Second language acquisition theory, pragmatics, sociolinguistics, dialectology, and thorough review of Spanish grammar. Conducted in Spanish. Prerequisite(s); if any: SPA 202 and permission of instructor.

SPA 690 - Independent Study (3)

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

Utica College Course

UCC 501 - College Elective (1 to 9)

UCC 560 - Experience Credit (1 to 6)

Credit for past participation (prior to admission) in a discipline or subject-related experience. Student's skills or knowledge must be verified by examination conducted by the department and approved by both the dean of the division in which the student is majoring

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.

Administrative Officers and Staff

For detailed information, please visit this link: https://www.utica.edu/people

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

and the vice president for academic affairs and dean of the faculty before credit is given. Repeatable, but may not exceed one-quarter of the total hours required for the degree. Advance permission required.

UCC 580 - International Course: Immersion Spanish (3)

UCC 590 - Independent Study (1 to 6)

Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

UCC 600 - Contemporary Topics (3)

Topics in various contemporary issues. May vary from semester to semester.

UCC 690 - Independent Study (0 to 6)

Admission by consent of supervising discipline, academic division, and graduate program director. Individual reading or research in a topic of interest between the student and the instructor.

May 1985
Mstislave Rostropovich
Honorary Doctor of Letters

May 1987
Edward W. Duffy '50
Honorary Doctor of Humane Letters

May 1989
Dr. Henry DiSpirito
Honorary Doctor of Humane Letters

May 1992
Thomas J. Cahill Jr. '49
Honorary Doctor of Humane Letters

Richard Benedetto '65
Honorary Doctor of Humane Letters

May 1993
Dr. Frank Lentriccia
Honorary Doctor of Humane Letters

Walter D. Edmonds
Honorary Doctor of Humane Letters

Dr. Marilyn Jacox '51
Honorary Doctor of Science

Dr. Eleanor Z. Baker '51
Honorary Doctor of Humane Letters

May 1994
The Honorable Sherwood Boehlert '61
Honorary Doctor of Laws

Dr. Prosper Igboeli '74
Honorary Doctor of Humane Letters

May 1995
The Honorable Hugh R. Jones
Honorary Doctor of Laws

Dr. John Flagler '52
Honorary Doctor of Humane Letters

Dr. Diane Doran '78
Honorary Doctor of Science

Utica College Honorary Degrees (Conferred by Utica College Board of Trustees)

(Utica College Honorary Degrees)

1996
Dr. William Tolley
Honorary Doctor of Humane Letters

Dr. Virgil Crisafulli
Honorary Doctor of Humane Letters

Raymond Simon
Honorary Doctor of Humane Letters

Dr. Emlyn I. Griffith
Honorary Doctor of Laws

May 1996
David F. D'Alessandro '72
Honorary Doctor of Laws

1997
Dr. Alfred Tector '59
Honorary Doctor of Science

May 1998
Elsie Shemin-Roth '50
Honorary Doctor of Humane Letters

John Martin '59, Esq.
Honorary Doctor of Laws

May 1999
Theodore Martin '61
Honorary Doctor of Commercial Science

May 2000
Jan 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

May 2006
Mike Farrell
Honorary Doctor of Laws

Dr. Albert H. Shaheen '49
Honorary Doctor of Humane Letters

May 2007
Colonel Eileen Collins
Honorary Doctor of Science

Dr. Sandro Sticca '57
Honorary Doctor of Humane Letters

May 2008
Eugene R. Corasanti
Honorary Doctor of Laws

May 2010
Martin Biegelman
Doctor of Laws

Ray Suarez
Doctor of Letters

May 2011
Raymond Serway '59
Doctor of Science

April 2012
Leonard Pitts
Doctor of Humane Letters

May 2012
Malaak Compton-Rock
Doctor of Humane Letters

May 2013
Eugene Robinson
Doctor of Humane Letters

Nguyen Thi Quynh Lam
Doctor of Humane Letters

May 2014
Dominick "Don" Carbone
Doctor of Humane Letters

Doris Wester Miga
Doctor of Humane Letters

HEGIS Codes

PROGRAM	Hegis Code
Business Administration	
Economic Crime and Fraud Management (Master of Business Administration) *	**0599.00**
Professional Accountancy (Master of Business Administration)	**0502.00**
General Management (Master of Business Administration)	**0506.00**
Cybersecurity *	**2105.00**
Financial Crime and Compliance Management (Master of Science) *	**2105.00**
Cyber policy and Risk Analysis (Master of Professional Studies)*	**2105.00**
Data Science (Master of Science)*	**2299.00**
Education	
Childhood Education (Master of Science)	**0802.00**
Childhood and Special Education (Master of Science)	**0802.00**
Adolescence Education (Master of Science)	**0803.00**

Adolescence Education (Master of Science) Dual Degree Program with BA in History (see undergraduate catalog)	**8303.00**
Adolescence and Students with Disabilities, Grade 7-12 Generalist (Master of Science)	**0803.00**
Students with Disabilities, Grade 7-12 Generalist (Master of Science)	**0808.00**
Special Education Teacher Certification (Master of Science)	**0808.00**
Leadership and Instruction for Inclusive Classrooms (Master of Science in Education)	**0801.00**
Educational Leadership and Administration (Master of Science) *	**0828.00**
Educational Leadership and Administration Non-Certification (Master of Science) *	
Certificate of Advanced Study: School Building Leader (CAS) *	**0828.00**
Certificate of Advanced Study: School District Leader (CAS) *	**0827.00**
Health Care Administration (Master of Health Administration) *	**1202.00**
Liberal Studies (Master of Science) *	**4901.00**
Occupational Therapy (Master of Science)	**1208.00**
Physical Therapy	
Entry Level Doctor of Physical Therapy	**1212.00**
Post-Professional Transitional Doctor of Physical Therapy *	**1212.00**

Online Program