

UTICA COLLEGE GRADUATE CATALOG

2003-2004

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ABOUT UTICA COLLEGE

Utica College is a coeducational college in a suburban setting, with a liberal educational philosophy and an informal, personal atmosphere. On a modern campus on the southwestern edge of the medium-sized city of Utica, New York, Utica College's 1,920 full-time and 470 part-time students benefit from full-time faculty involvement in all facets of the institution's academic life.

Utica College's origins reach back to the 1930s, when Syracuse University first offered extension courses in the Utica area. Seeing a need for a college in the Mohawk Valley, area business and community leaders urged Syracuse University to open such an institution. As a result, the University established Utica College in 1946. Although Utica College is financially and legally independent from Syracuse University, the College and University maintain an academic relationship.

Utica College subscribes to a philosophy of education dedicated to the cultivation of a liberally educated professional person. The College's approach is to combine a commitment to the complementary goals of liberal education and professionalism. In Utica College's view, a common thread of these goals is a concern for the individual and his or her role in society. Further, Utica College holds that education is a learning process that is a continuing, exciting, challenging, enlightening, and fulfilling experience requiring commitment, discipline, and excellence.

The student body at Utica College is diverse, made up of men and women from many socio-economic and cultural backgrounds. They represent a wide variety of ethnic groups, non-traditional students, veterans, and physically-challenged persons. Some of Utica College's students commute from Utica and nearby Mohawk Valley communities. While resident students come from all parts of the United States and other countries, most are from New York, New England, and the Middle Atlantic States.

One of the strongest traditions of the College is student participation in all of the College's affairs. Because of this tradition, Utica College was one of the first institutions in the nation to meet the challenge of full student participation in campus government. Voluntarily, Utica College's students, faculty, and staff organized a College Council which gave each group a representative voice in governance of all College affairs — academic, social, cultural, administrative, and regulatory.

Accreditation

Utica College is chartered by the Regents of The University of the State of New York. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3524 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College's Graduate Programs are approved by the New York State

Education Department, Office of Higher Education, Room 979EBA, 89 Washington Ave., Albany, New York 12234, (518) 474-5851. The Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.

Utica College Mission Statement

Utica College educates students for rewarding careers, responsible citizenship, and fulfilling lives by integrating liberal and professional study, by creating a community of learners with diverse experiences and perspectives, by balancing its local heritage with a global perspective, by encouraging lifelong learning, and by promoting scholarship in the belief that the discovery and application of knowledge enrich teaching and learning.

Utica College's mission rests upon a foundation of values that guide the College community's decisions and actions. These values include the following:

- * commitment to individual attention for our students;
- * commitment to lifelong learning;
- * commitment to pragmatic approaches to teaching and learning;
- * commitment to continual improvement in our educational quality;
- * commitment to fostering diversity of perspective, background, and experience for education in an increasingly global society;
- * commitment to community and professional service;
- * dedication to highest ethical standards and integrity in all that we do;
- * dedication to freedom of expression and to open sharing of ideas and creativity;
- * dedication to open, honest, and collegial communication; and
- * dedication to the well being of others.

Graduate Mission Statement

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

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

Non-Discrimination Policy

Utica College is an equal opportunity, affirmative action institution and accepts students and employs individuals without regard to race, creed, color, sex, ethnic or national origin, religion, marital status, age, sexual orientation, veteran status, or disability. This nondiscrimination policy covers admissions, employment, and access to and treatment in College programs, services, and activities.

Utica College welcomes the physically-challenged and, in compliance with Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disability Act of 1990 (ADA), does not discriminate on the basis of handicap. Barbara E. Jordan, Director, Career Services, coordinates the College's efforts to comply with the applicable law and regulations. Stephen M.

Pattarini, Director, Student Development, coordinates the College's academic support services to provide reasonable accommodations for students with disabilities.

Utica College also welcomes qualified disabled veterans and veterans of the Vietnam Era and, in compliance with section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, does not discriminate against such individuals. James Spartano, Director, Physical Education and Athletics, coordinates the College's efforts to comply with the applicable law and regulations.

Utica College supports equal opportunity for both sexes and, in compliance with Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex.

Questions about any of the College's affirmative action policies may be directed to Mary Morton, Affirmative Action Officer, Utica College, 1600 Burrstone Road, Utica New York 13502-4892, telephone (315) 792-3276.

For Further Information

For further information about Utica College and its graduate programs, contact:

Utica College
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1600 Burrstone Road
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<http://www.utica.edu/gce>

ACADEMIC OFFICES

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PROGRAMS OF STUDY

All academic programs at Utica College are registered by the New York State Education Department, Office of Higher Education, Room 979EBA, 89 Washington Ave., Albany, New York 12234, (518) 474-5851. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3524 Market Street, Philadelphia, PA, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Graduate Education Program is approved by the New York State Education Department.

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245.

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

PROGRAM	HEGIS CODE	PAGE
Economic Crime Management (<i>Master of Science</i>)	2105	6
Education		
Adolescence Education (<i>Master of Science</i>)	0803	8
Adolescence Education-Apprenticeship Teacher Certification (<i>Master of Science</i>)	0899.5	9
Childhood Education (<i>Master of Science</i>)	0802	7
Leadership and Instruction for Inclusive Classrooms (<i>Master of Science in Education</i>)	0801	9
Occupational Therapy (<i>Master of Science</i>)	1208	10
Physical Therapy (<i>Master of Science</i>)	1212	11

ECONOMIC CRIME MANAGEMENT

Faculty: Curtis, Gordon, Jones, Jost, Kerins, Rebovich, Tsuei, Wyrwas

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, and insurance—have been adversely impacted by the increased growth of economic crime. Therefore, the need for executives who understand the nature of economic crime and are capable of directing their organizations into the twenty-first century is critical.

The Master of Science degree program in Economic Crime 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 desire 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 self-paced study at home. Students spend one week in residency during each of the three yearly terms (January, May, August), completing their coursework via the Internet. Students must meet minimum equipment needs to participate. Each residency provides opportunities for students to achieve hands-on, technology-related skill learning through labs and demonstrations. This schedule 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 Economic Crime 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 Directors of the Economic Crime Investigation Institute (ECII) comprised of individuals who are leaders in various industries and governmental organizations that are adversely impacted by economic crime.

Academic Requirements (36 credit hours)

Proseminar (3 credit hours)

ECM 601 — Economic Crime Management Proseminar (3)

Management Courses (6 credit hours)

ECM 611 — Organizational Theory, Structure, and Design (3)

ECM 612 — The Manager in a Global Environment (3)

Economic Crime Courses (6 credit hours)

ECM 621 — Advanced Economic Crime (3)

ECM 622 — Legal Concepts of Criminal Fraud and Corporate Criminal Liability (3)

Technology Courses (9 credit hours)

ECM 631 — Fraud Management and Technology (3)

ECM 632 — Information and Communication Security (3)

ECM 633 — Networks and Internet Security (3)

Analytical Skills (6 credit hours)

ECM 641 — Research and Analytical Methods in Fraud Management (3)

ECM 642 — Advanced Fraud Analysis (3)

Cumulative Experience (6 credit hours)

ECM 651 — Professional Project I (3)

ECM 652 — Professional Project II (3)

or

ECM 653 — Thesis I (3)

ECM 654 — Thesis II (3)

The Economic Crime Management program has been recognized with an "Award of Excellence" from the University Continuing Education Association.

EDUCATION

Faculty: Channer-Dugan, Dorow, Drucker, Fisch, Jarzab, Quezada, Zoeckler

Four 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 Adolescence Education is designed for candidates seeking certification to teach biology, chemistry, English, math, physics, or social studies to students in grades 7-12. The Adolescence Education – Apprenticeship Teacher Certification Program is a specialized option for students in the high-need teaching areas of foreign language, math, science, and technology education. The program leads to the Master of Science degree. Students 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 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. The Master of Science in Education degree program provides courses of study appropriate for students seeking permanent or professional teacher certification at any grade level.

Graduates will understand and know how to apply the New York State Learning Standards to their daily lesson 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.

Flexible options exist for completing degree requirements. For more information, contact the Institute for Excellence in Education at (315) 792-3815 or the Division of Graduate and Continuing Education at (315) 792-3001.

All of the teacher education programs at Utica College have been approved by and are registered with the New York State Education Department. Completion of all programs requires a mandated research project or thesis (see page 33 for further information).

Non-Matriculated Students

Students who hold baccalaureate degrees from accredited institutions may take graduate education courses without enrolling in the degree program. However, 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.

Childhood Education (Grades 1-6) Program (Master of Science degree)

Academic Requirements (46 credit hours)

This is a program of study for candidates who have a liberal arts degree, but who do not meet the New York State requirements for Initial Certification in Childhood Education. Students who wish to add certification to teach English, biology, chemistry, physics, mathematics, or social studies for grades 5-9 may do so by taking additional courses.

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

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

Required Courses (28 credit hours)

- EDU 501 — Foundations of Literacy (3)
- EDU 502 — Literacy and Comprehension: Birth-Childhood (3)
- EDU 511 — Introduction to Teaching (1)
- EDU 516 — Social Studies./Literacy Methods: Birth-Childhood (3)
- EDU 517 — Math/Science Methods: Birth-Childhood (3)
- EDU 521 — Foundations of American Education (3)
- EDU 615 — Learning and Cognition (3)
- EDU 621 — Inclusive Classroom Strategies I (3)
- EDU 632 — Data Based Decision Making (3)
- PSY 604 — Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (choose two; 6 credit hours)

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

Student Teaching Internship (12 credit hours)

- EDU 571 — Student Teaching Seminar (0)
- EDU 575 — Student Teaching I (6)
- EDU 576 — Student Teaching II (6)

Middle Childhood (Grades 7-9) Extension

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

Academic Requirements (9 credit hours)

- EDU 503 — Literacy and Comprehension: Middle Adolescent (3)
- EDU 512 — Practical Teaching Methodologies (3)
- EDU 522 — Adolescent English/Language Arts and Social Studies Methods (3) *or* EDU 523 — Adolescent Mathematics, Science, and Business Methods (3)

Adolescence Education (Grades 7-12) Program (Master of Science degree)

Academic Requirements (46 credit hours)

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

In addition to the requirements of the Adolescence Education Program, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

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

Required Courses (28 credit hours)

- EDU 501 — Foundations of Literacy (3)
- EDU 503 — Literacy and Comprehension: Middle-Adolescent (3)
- EDU 511 — Introduction to Teaching (1)
- EDU 512 — Practical Teaching Methodologies (3)
- EDU 521 — Foundations of American Education (3)
- EDU 522 — Adolescent English/Language Arts and Social Studies Methods (3) *or* EDU 523 — Adolescent Mathematics, Science, and Business Methods (3)
- EDU 615 — Learning and Cognition (3)
- EDU 621 — Inclusive Classroom Strategies (3)
- EDU 632 — Data Based Decision Making (3)
- PSY 604 — Child and Adolescent Development: Implications For Educators (3)

Content Area Electives (6 credit hours)

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

Student Teaching Internship (12 credit hours)

- EDU 571 — Student Teaching Seminar (0)
- EDU 575 — Student Teaching I (6)
- EDU 576 — Student Teaching II (6)

Middle Childhood Extension (5-6)

**[May be taken in conjunction with the
Adolescence (7-12) Education Program]**

Academic Requirements (9 credit hours)

- EDU 502 — Literacy and Comprehension: Birth-Childhood (3)
- EDU 516 — Social Studies/Literacy Methods: Birth-Childhood (3)
- EDU 517 — Math/Science Methods: Birth-Childhood (3)

Adolescence Education Apprenticeship Teacher Certification Program (Master of Science degree)

Academic Requirements (35 credit hours)

This is a program of study designed for candidates who possess a baccalaureate degree with a college major in a high-need subject area (currently French, Spanish, biology, chemistry, earth science, physics, mathematics, or technology) with a minimum cumulative undergraduate grade point average of 3.0 and who have received passing scores on the Liberal Arts and Sciences Test (LAST) and the Content Specialty Test (CST) in the subject area they plan to teach. Students in the Adolescence Education – Apprenticeship Teacher Certification 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. In addition to the requirements of the Adolescence Education – Apprenticeship Teacher Certification Program, students must meet the following requirement (which may be satisfied at either the graduate or undergraduate level):

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

Required Courses (29 credit hours)

EDU 506 — Foundations of Teaching (9)
EDU 507 — Mentoring I (1)
EDU 508 — Mentoring II (1)
EDU 524 — Methods of Teaching in the Content Areas (3)
EDU 503 — Literacy and Comprehension: Middle Adolescence (3)
EDU 501 — Foundations of Literacy (3)
EDU 615 — Learning and Cognition (3)
EDU 621 — Inclusive Classroom Strategies (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 advisor.

Leadership and Instruction for Inclusive Classrooms (Master of Science in Education degree)

Academic Requirements (32 credit hours)

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 permanent or professional certification, and candidates who are not seeking teacher certification. The latter group includes education-related or health-service workers and others who desire a master's degree for their own personal or professional needs.

Required Courses (26 credit hours)

EDU 604 — Inclusive Practicum (2)
EDU 615 — Learning & 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 & Collaboration for Quality Inclusion (3)
EDU 626 — Current Issues in Inclusive Education (3)
EDU 632 — Data-based Decision Making (3)
EDU 633 — Data Interpretation & Analysis (3)

Content Area Electives (6 credit hours)

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

OCCUPATIONAL THERAPY

Faculty: Carey, Dimeo, Franits, Hollins, Marr, Nackley, Sunderlin, Townsend

Academic Fieldwork Coordinator: Bruns.

Occupational Therapy offers an entry-level graduate program leading to a Master of Science degree in Occupational Therapy. The program is registered by the New York State Education Department and is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA. Graduates of the program will be eligible to apply to take the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD, 20877-4150.

The curriculum is designed to integrate foundational knowledge, skills, and attitudes that students learn and develop from studies in the liberal arts and health studies with professional education at the graduate level. The curriculum is offered in three educational tracks for traditional day students and transfer students in both day and weekend formats. It follows a developmental and integrated sequence of courses, community experiences, and fieldwork experiences to facilitate learning and entry into the profession of occupational therapy. Using a case-based approach to learning, the curriculum is designed to facilitate the development of occupational therapy practitioners who are responsible, self-directed, life long learners, and the leaders of the future. The occupational therapy faculty members recognize the reciprocal nature of education and use collaborative teaching methods to facilitate learning. Students will be provided individualized and relevant learning opportunities and experiences to foster their development as liberally educated, ethical professionals who are capable of assuming leadership roles in a diverse, changing community.

The mission of the occupational therapy program at Utica College is to prepare highly competent occupational therapists who value occupation as the central focus of practice. The program is distinctive in its commitment to collaborative community alliances that enable faculty and students to meet the needs of society while fostering critical thinking and professional development. To that end, the program will promote students' development of knowledge, skills, and attitudes as they relate to:

- * a central focus on occupation as the means and end of occupational therapy;
- * critical thinking as the basis for clinical reasoning, reflective practice, and synthesis of research;

- * being an ethical, highly competent professional who makes decisions that are congruent with professional, ethical principles;
- * respect for self, others, and our environment, peaceful interaction, celebration of diversity, and service to others; and
- * competencies as a highly effective entry-level occupational therapy practitioner.

Academic Requirements

First Year

- OCT 501 — Occupational Performance I: Infants and Toddlers (5)
- OCT 502 — Occupational Performance II: Children (5)
- OCT 505 — Theoretical Basis of Occupational Therapy (3)
- OCT 511 — Community Experience I (1)
- OCT 512 — Community Experience II (1)
- OCT 515 — Introduction to Case-Based Learning (2)
- OCT 516 — Professional Writing (3)
- OCT 531 — Introduction to Professional Roles (3)
- OCT 532 — Development of Professional Roles (3)

Second Year

- OCT 611 — Occupational Performance III: Adolescents and Young Adults (5)
- OCT 612 — Occupational Performance IV: Adults (5)
- OCT 621 — Community Experience III (1)
- OCT 622 — Community Experience IV (1)
- OCT 631 — Intermediate Professional Roles (3)
- OCT 632 — Advanced Professional Roles (3)
- OCT 641 — Research Seminar I (3)
- OCT 642 — Research Seminar II (3)
- OCT 653 — Fieldwork Level I (1)

Third Year

- OCT 615 — Synthesis: Theory to Practice (3)
- OCT 625 — Community Experience V (1)
- OCT 636 — Occupational Therapy Administration (3)
- OCT 665 — Research Seminar III (3)
- OCT 654 — Fieldwork Level II A (6)
- OCT 656 — Fieldwork Level II B (6)
- OCT 657 — Fieldwork Level II C [optional] (0-4)

Total Credit Hours: 73-77

PHYSICAL THERAPY

Faculty: T. Crist, M. Crist, Gelsomino, Malta, Mattson, Pawson, Scalise-Smith, Simpson, Tucker

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

The Physical Therapy department offers an entry-level graduate program leading to a master of science degree. The program is registered by the New York State Education Department and is accredited by the Commission on Accreditation in Physical Therapy Education. The curriculum is designed to build upon a strong undergraduate preparation grounded in liberal studies that affords students opportunities to integrate foundational knowledge with professional education.

The curriculum emphasizes the concept that the process of learning is equal in importance to the acquisition of knowledge. Designed in a problem-based learning (PBL) format, the curriculum places particular emphasis on self-directed, student-centered learning. Problem-based learning is an interactive educational model that uses small group discussion of clinically relevant problems (case studies) to provide the context for learning. Through carefully designed problems, the PBL process strives to guide, stimulate and challenge students to acquire a comprehensive and integrated knowledge base.

The mission of the Utica College Physical Therapy program is to prepare graduates, using principles of problem-based learning that build on strong undergraduate education in liberal studies, to function in a complex health care system and diverse society.

Graduates are prepared to enter the profession of physical therapy to:

- * provide comprehensive physical therapy care to individuals across the lifespan and in a variety of practice settings;
- * assume the multi-faceted role of patient/client manager that includes advocate, educator, supervisor, and consultant;
- * utilize lifelong learning; and

- * demonstrate behaviors that exemplify integrity, leadership, professional collaboration and social awareness.

Academic Requirements

Semester I (Fall)

- PHT 501 — Introduction to Problem-Based Learning (1)
- PHT 511 — Case-Based Discussion I (5)
- PHT 512 — Anatomical and Clinical Laboratory I (5)
- PHT 513 — Critical Inquiry Seminar I (3)
- PHT 516 — Professional Practice I (2)

Semester II (Spring)

- PHT 521 — Case Based Discussion II (5)
- PHT 522 — Anatomical and Clinical Laboratory II (5)
- PHT 523 — Critical Inquiry Seminar II (3)
- PHT 526 — Professional Practice II (2)

Semester III (Fall)

- PHT 534 — Clinical Education I (4.5)
- PHT 601 — Clinical Education II (4.5)

Semester IV (Spring)

- PHT 611 — Case Based Discussion IV (5)
- PHT 612 — Anatomical and Clinical Laboratory IV (5)
- PHT 613 — Critical Inquiry Seminar IV (2)
- PHT 615 — Research I (2)

Semester V (Fall)

- PHT 621 — Case Based Discussion V (5)
- PHT 622 — Anatomical and Clinical Laboratory V (5)
- PHT 623 — Critical Inquiry Seminar V (1)
- PHT 625 — Research II (3)
- PHT 626 — Professional Practice III (2)

Semester VI (Spring)

- PHT 627 — Clinical Education III (4.5)
- PHT 634 — Clinical Education IV (4.5)

COURSES

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 to make changes in the curriculum at any time.

Accounting

ACC 601—Seminar in Advanced Managerial Accounting (3): Managerial accounting, decision and control models; planning and control under conditions of uncertainty; contemporary issues in cost management.

ACC 602—Seminar in Professional Accounting Practice (3): Current topics in financial reporting, professional ethics, complex business entities, financial instruments, off-balance sheet financing, and financial reporting fraud.

ACC 603—Taxes and Business Strategy (3): Effects of taxes on business, tax deferrals, organization form, implicit taxes, compensation, tax planning, retirement plans, multi-national issues in tax planning.

ACC 604—Seminar in Assurance and Forensic Auditing (3): Control and auditing of mainframe and networked information systems; assessment of audit risk, assurance methods, causes, consequences, prevention of audit failure.

All-College

UCC 996—Leave of Absence (0): See “Leave of Absence” in the section on Academic Policies.

UCC 997—Continuous Enrollment (0): See “Continuous Enrollment” in the section on Academic Policies.

Anthropology

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.

ANT 545—Historical Archeology (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.

ANT 551—Contemporary issues in Native American Life and Culture (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: One of the following: ANT 101, SOC 151, SOC 252, SOS 101, or permission of instructor.

Biology

BIO 528—Science and Fiction (3): Popular fiction, cinema, and video as a teaching and learning tool in biology.

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.

BIO 590—Independent Study (1-6): 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 690—Independent Study (1-6): 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.

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 590—Independent Study (1-6): 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.

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 (1-6): 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.

Economic Crime Management

ECM 535—Legal Issues for Fraud Management (3): Case study analysis of business and economic crimes, including cyber-crime, criminal liability of business entities, management and employees, investigation and prosecution.

ECM 601—Economic Crime Management Proseminar (3): This course is designed to provide students with the foundation for the master's degree in Economic Crime Management. Focus will be on four thematic areas: management, economic crime, technology, and analytical skills. Background knowledge will be provided to prepare students for in-depth coursework in these areas. Students will be exposed to the learning and communications skills necessary to succeed in an independent study degree program.

ECM 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.

ECM 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.

ECM 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.

ECM 612—The Manager in a Global Environment (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.

ECM 621—Advanced Economic Crime (3): Economic crime types, techniques, trends, and issues in various industries including banking, credit card, insurance, and telecommunications. Exploration of fraud control from a cross-industry perspective.

ECM 622—Legal Concepts of Criminal Fraud and Corporate Criminal Liability (3): Analysis of business and economic crime, including the various devices utilized in the commission of criminal fraud, fraud upon governmental and commercial institutions, group and enterprise crimes, the criminal liability of corporations and their officers and managers, sanctions, and the prosecution of business and economic crime. The case study method will be utilized extensively.

ECM 623—Advanced Fraud Investigation and Analysis (3): Types of criminal fraud, methods used to detect and analyze occurrence of fraud, techniques of fraud investigation, interviewing and interrogation, file and case management, interaction with external investigation, regulations, and law enforcement.

ECM 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.

ECM 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.

ECM 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.

ECM 641—Research and Analytical Methods in Fraud Management (3): Statistical and analytic methods for evaluating fraud activity, conducting research and evaluation of fraud programs, data collection strategies, analyzing and interpreting data, using SPSS, and policy implications.

ECM 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.

ECM 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 Economic Crime Management Program.

ECM 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: ECM 651.

ECM 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 Economic Crime Management Program.

ECM 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 Economic Crime Management Program. Prerequisite: ECM 653.

Economics

ECN 507—Business Statistics; Data Analysis and Modeling (3): Application of statistical methods to case studies in business. Descriptive and inferential statistics. Probability distributions; hypothesis testing, analysis of variance, regression analysis and non-parametric methods.

ECN 511—Economic Analysis of Public Policy Issues (3): basic tools of economics to examine and analyze selected contemporary public policy issues. Prerequisites: ECN 131 and ECN 141.

ECN 565—Economics of Global Economy (3): Application of microeconomics to global economic issues, globalization, free trade, barriers to trade, economic interdependence, macroeconomic policy, economic development. Prerequisite: ECN 141.

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 of field work required.

EDU 502—Literacy and Comprehension: Birth-Childhood (3): Advanced theory and methods of literacy development age 0 - grade 6. 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 503—Literacy and Comprehension: Middle-Adolescent (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 506—Foundations of Teaching (9): Pre-service course of study. Role of education. Rights and responsibilities. Child development and learning. Instructional planning. Effective teaching strategies. State Learning Standards. Teaching children with special needs. School organization and classroom management. Educational technology. Reporting child abuse and maltreatment. Preventing alcohol, tobacco and drug abuse; child abduction; and improving safety. This course is taught in modules. All modules must be successfully completed in order to earn credit for this course.

EDU 507—Mentoring I (1): Mentored teaching experience. Monthly observations. Weekly seminar. Corequisites: EDU 524 (Methods of Teaching in the Content Areas) & full-time teaching assignment.

EDU 508—Mentoring II (1): Mentored teaching experience. Monthly observations. Weekly seminar. Corequisites: EDU 503 (Literacy and Comprehension: Middle Adolescence) & full-time teaching assignment. Prerequisite: EDU 507 Mentoring I.

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.

EDU 512—Practical Teaching Methodologies (3): Basic lesson planning; effective teaching; oral communication skills; writing and learning; school-to-work; classroom technology; learning standards. 20 hours of field work required.

EDU 516—Social Studies/Literacy Methods: Birth-Childhood (3): Application of literacy skills to the content and instructional materials used to teach social studies in pre-school through grade six. Social studies and English Language Arts Learning Standards. 20 hours of field work required.

EDU 517—Math/Science Methods: Birth-Childhood (3): Objectives, content, instructional materials, activities, and theoretical principles for teaching mathematics, science, and technology use in pre-school through grade six. Math, Science, and Technology 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. 20 hours of field work required.

EDU 522—Adolescent English/Language Arts and Social Studies Methods (3): Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to English and social studies; interdisciplinary planning. 20 hours of field work required.

EDU 523—Adolescent Mathematics, Science, and Business Methods (3): Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to mathematics, the sciences, and business and marketing; interdisciplinary planning. 20 hours of field work required.

EDU 524—Methods of Teaching in the Content Areas (3): Lesson, unit, and course planning; classroom management; curriculum implementation; student evaluation; application of technology to the content areas; interdisciplinary planning.

EDU 525—Assessment of Children and Youth with Special Needs (3): Assessment process in special education: observational assessment; norm-referenced standardized tests; criterion-referenced assessments, performance-based, authentic, and portfolio assessment. 10 hours fieldwork 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 fieldwork 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 fieldwork required.

EDU 528—Methods and Curriculum: Pervasive Disabilities (3): Characteristics of students with pervasive disabilities. Authentic assessment, Individualized Education Plans. Classroom accommodations, assistive technology, positive behavior supports in inclusive environments. Collaboration, community-based instruction, and educational transitions. 10 hours of fieldwork required.

EDU 571—Student Teaching Seminar (0): Discuss issues relevant to student teaching. Classroom management, professional behavior, certification, supervision, and portfolio development. Meets weekly. Corequisites: EDU 575 Student Teaching I and EDU 576 Student Teaching II.

EDU 575—Student Teaching I (6): Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Childhood, or Adolescence Education. Permission of director required.

EDU 576—Student Teaching II (6): Supervised teaching experience in either elementary or secondary schools with seminars and conferences required. Includes discussions, written assignments, and evaluations. Graded on a pass/fail basis. Prerequisite: The preparation course sequence in Early Childhood, Childhood, Middle Childhood, Adolescence, Business and Marketing, or Teaching English to Speakers of Other Languages Education. Permission of director required.

EDU 590—Independent Study (1-6): 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 601—Inclusive Classroom Observation/ Evaluation (1): Field experience of 20 hours observing inclusive classrooms. Periodic conferences and written work required. Permission of director.

EDU 604—Inclusive Practicum (2): Field experience of 40 hours in inclusive settings. On-campus seminar every other week and written work required.

EDU 615—Learning and Cognition (3): Theoretical concepts underlying learning and cognition. Applications of the theoretical base to teaching in classrooms with diverse student populations.

EDU 616—Environmental Design for Effective Inclusion (3): Adapting the physical, social, and instructional environment of the regular classroom so that students with disabilities have successful access to general education curriculum and assessment.

EDU 621—Inclusive Classroom Strategies I (3): Learning characteristics of students with disabilities. Classroom accommodations, assistive technology, and curriculum adaptations to facilitate access to the general education curriculum.

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: Education 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.

EDU 633—Data Interpretation and Analysis (3): Quantitative and qualitative research methodologies. Application to inclusive education settings. Students will write a research proposal for their master's thesis and will do a literature review. Prerequisite: EDU 632 Data Based Decision Making.

EDU 639—Master's Project (3): Completion of an approved master's project. Periodic conferences required. Prerequisites: EDU 631 *or* EDU 633, *and* EDU 632 *or* permission of director.

EDU 690—Independent Study (1-6): Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

English

ENG 516—Studies in Literacy and Literature (3): Reading/studying/teaching literature; developing integrated curricula.

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 590—Independent Study (1-6): Individual reading or research in a topic of interest between the student and the instructor. Must be approved in advance by the appropriate graduate program director.

ENG 596—Ethnic American Fiction (3): Study of the formal properties of ethnic literature including narrative structure, cultural detail, distinct language patterns. Emphasis on themes such as formation of American identity, cultural authenticity, connections between memory and history.

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 (1-6): 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.

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.

History

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): The role of history as a discipline. Oral history, archival collections, historic preservation, historic interpretation.

HIS 517—Nationalism 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 590—Independent Study (1-6): 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 690—Independent Study (1-6): 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.

Humanities

HUM 600—Humanities Seminar (3): Specialized study in various topics in Humanities. May be repeated for credit, provided the topics are not the same.

Liberal Studies

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 601—Research and Writing in the Sciences (3): How graduate research in the sciences is conducted, written and communicated.

LST 602—Research in the Humanities: Literature, Fine Arts, and History (3): Methods and skills for scholarly research in the humanities including library and Internet research, reading scholarly publications, working with primary sources, conducting research, and writing research papers and theses.

LST 603—Research Methods in the Social Sciences (3): Essentials of social science research and reporting methods at the graduate and professional level.

LST 691—Research I (3): Review literature in the field of study and develop a faculty-supervised proposal for a thesis or research project.

LST 692—Research II (3): Complete a faculty-supervised thesis or research project.

Management

MGT 501—MBA Core I (6): Strategy and analysis of the value chain; macroeconomic issues in business; monetary theory and financial institutions; financial statement analysis.

MGT 502—MBA Core II (6): Business planning and strategic management; capital structure; cash flow analysis; operational, capital, and cash budgeting; demand theory; cost theory; business simulation experience.

Mathematics

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, PowerPoint.

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 (1-6): 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 (1-6): 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.

Occupational Therapy

OCT 501—Occupational Performance I: Infants and Toddlers (5): Role of occupational therapy with infants and toddlers; evaluation and intervention, including principles of measurement. Open only to students in the professional phase of the occupational therapy major.

OCT 502—Occupational Performance II—Children (5): Role of occupational therapy with children ages 3-12 years; evaluation and intervention.

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 511—Community Experience I (1): Experiential learning in community service agencies; development of foundational skills: observation, interview techniques, interpersonal communication, client advocacy. Includes 20 hours of fieldwork. Open only to students in the professional phase of the occupational therapy major.

OCT 512—Community Experience II (1): Experiential learning in community setting; development of client advocacy skills and ethics. Includes 20 hours of fieldwork.

OCT 515—Introduction to Case-Based Learning (2): Principles of case-based teaching and learning as applied to occupational therapy. Open only to students in the professional phase of the occupational therapy major.

OCT 516—Professional Writing (3): Documentation, publication, and other aspects of writing specific to profession of occupational therapy.

OCT 531—Introduction to Professional Roles (3): Professional roles in practice settings with infants and toddlers; emphasis on educator, administrator, and researcher. Open only to students in the professional phase of the occupational therapy major.

OCT 532—Development of Professional Roles (3): Development of professional roles in practice settings with children; emphasis on educator, researcher, and administrator.

OCT 611—Occupational Performance III – Adolescents and Young Adults (5): Role of occupational therapy with adolescents and young adults ages 13-40; evaluation and intervention.

OCT 612—Occupational Performance IV—Adults (5): Role of occupational therapy with adults older than 40 years of age; evaluation and intervention.

OCT 615—Synthesis: Theory to Practice (3): Synthesis and evaluation of theoretical approaches of occupation into a personal perspective of occupation and practice of occupational therapy.

OCT 621—Community Experience III (1): Experiential learning in community settings with focus on teaching-learning process, identification of community resources, and professional communication. Requires 20 hours of fieldwork.

OCT 622—Community Experience IV (1): Experiential learning in community setting with focus on occupation, professional development, and advanced communication skills.

OCT 625—Community Experience V (1): Service learning in community setting with focus on occupation, professional development, and advanced communication skills.

OCT 631—Intermediate Professional Roles (3): Refinement of professional roles in practice with adolescents and young adults; emphasis on educator, researcher, and administrator.

OCT 632—Advanced Professional Roles (3): Acquisition of proficient skills for roles in practice with adults older than 40 years of age; emphasis on educator, researcher, and administrator.

OCT 636—Occupational Therapy Administration (3): Synthesis of principles of administration and impact of systems on provision of occupational therapy services to individuals in various populations and organizations.

OCT 641—Research Seminar I (3): Exploration of options for research project focused on occupation, culminating in submission of research proposal.

OCT 642—Research Seminar II (3): Implementation of approved research project under faculty sponsorship.

OCT 653—Fieldwork Level I (1): Clinical application of course material through supervised involvement in a setting where therapeutic intervention is provided. Graded on a pass/fail basis.

OCT 654—Fieldwork Level IIA (6): First Level II fieldwork experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis.

OCT 655—Fieldwork Level IIB (6): Second Level II fieldwork experience of twelve weeks in an approved fieldwork setting. Graded on pass/fail basis.

OCT 657—Fieldwork Level IIC (0-4): Optional fieldwork 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 665—Research Seminar III (3): Completion of approved research project under faculty sponsorship.

Physical Therapy

PHT 501—Introduction to Problem Based Learning (1): Introduction to theoretical constructs behind teaching/learning of individuals and self. Focus on learning styles, self-directed and problem-based learning.

PHT 511—Case Based Discussion I (5): Case studies focused towards individuals with primary musculoskeletal diagnoses. Foundation and clinical sciences applied to basic patient/client management across practice settings.

PHT 512—Anatomical and Clinical Laboratory I (5): Human cadaver dissection exploring musculoskeletal, vascular, and peripheral nervous systems. Clinical laboratory introduces basic techniques for examination and intervention through case studies of individuals with simple diagnoses across practice settings.

PHT 513—Critical Inquiry Seminar I (3): Theoretical concepts underlying Evidence based practice. Application of patient/client management process through exploration of disablement and clinical decision-making models.

PHT 516—Professional Practice I (2): Theoretical concepts of underlying management theory and organizational behavior. Professional issues, function and structure of the APTA, and the role of the physical therapist in health care. Communication skill acquisition critical to working with clients/patients, families and other professionals.

PHT 521—Case Based Discussion II (5): Case studies with primary diagnoses including cardiovascular and neuromuscular systems. Introduction to secondary systemic involvement. Focus on foundation and clinical sciences including: neuroanatomy, physiology, pathology, and clinical medicine.

PHT 522—Anatomical and Clinical Laboratory II (5): Human cadaver dissection related to case studies. Clinical laboratory focus on patient/client management for individuals with primary cardiovascular and neuromuscular diagnoses. Lecture and laboratory components.

PHT 523—Critical Inquiry Seminar II (3): Evidence Based Practice guidelines applied to current literature in physical therapy. Clinical decision making for patients with primary cardiovascular and neuromuscular diagnoses. Focused lectures.

PHT 526—Professional Practice II (2): Resources, service-delivery, political, economic, and socio-cultural factors of health care delivery from pre-pathology through discharge and preparation for future services.

PHT 534—Clinical Education I (4.5): Students practice in selected clinical facilities to apply theoretical and clinical concepts to patients into clinical practice settings in which complex patients with musculoskeletal dysfunction would be treated.

PHT 601—Clinical Education II (4.5): Application of basic theoretical concepts central to patient/client management. Facilities vary to provide students opportunity in acute, rehabilitation, or outpatient settings. Second of four clinical education experiences.

PHT 611—Case Based Discussion IV (5): Discussions integrate foundational and clinical sciences with physical therapy practice. Cases emphasis are based on complex patient diagnoses encountered in various practice settings. Develop critical thinking skills needed for patient/client management.

PHT 612—Anatomical and Clinical Laboratory IV (5): Human cadaver dissection explores musculoskeletal and neurological structures. Examination techniques, intervention procedures and clinical reasoning skills are practiced in clinical laboratory. Case studies allow students to apply knowledge, develop clinical skills, and develop professional behaviors.

PHT 613—Critical Inquiry Seminar IV (2): Integrate principles of evidence based practice and clinical decision making to explore patient/client management for individuals with multi-system diagnoses. Focused lectures.

PHT 615—Research I (2): Develop formal research methods including hypothesis testing, research design, significance, literature search, methodology, data collection reduction, and analysis.

PHT 621—Case Based Discussion V (5): Case studies emphasize multi-dimensional needs of individuals with complex diagnoses. Integrates theoretical concepts with critical thinking and clinical reasoning skills.

PHT 622—Anatomical and Clinical Laboratory V (5): Human cadaver dissection related to case studies. Clinical laboratory focus patient/client management for individuals with multi-systemic involvement. Lecture and laboratory components.

PHT 623—Critical Inquiry Seminar V (1): Re-examination of learning styles and strategies to improve teaching/learning for individuals and self.

PHT 625—Research II (3): Student groups participate in ongoing faculty research projects through data collection, reduction, and analysis.

PHT 626—Professional Practice III (2): Management theory, organizational behavior, planning, marketing, quality control, and information systems as they relate to physical therapy.

PHT 627—Clinical Education III (4.5): Integration of theoretical and clinical concepts for individuals with multi-system involvement. Facilities vary to provide students an opportunity in acute, rehabilitation, outpatient or specialized settings. Third of four clinical education experiences.

PHT 634—Clinical Education IV (4.5): Students select area of clinical practice of particular interest from pediatric, geriatric, rehabilitation, acute, or outpatient settings. Upon completion students exhibit clinical reasoning and skills consistent with entry-level practitioners.

Physics

PHY 503—The History of Physics (3): The development of physics since the time of Aristotle and the early Greek scientists. Emphasis on physical theories and their historical significance.

PHY 517—Principles of Physical Science (3): Important principles of physics, chemistry, earth science. Historical contexts. Integration of principles to address complex global problems.

PHY 590—Independent Study (1-6): 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 (1-6): 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.

Sociology

SOC 537—Science and Social Power (3): Critical examination of science as a primary locus of social power. Socio-historical development of science as a knowledge/power project; influence of socially constructed scientific reality in production and maintenance of difference/inequality Seminar format. Prerequisites: One of the following: ANT 101, SOC 151, or permission of the instructor.

SOC 552—Minority Experience in American Society (3): Minority experience in American society from historical and contemporary perspectives. Theories of dominant/minority group relations. Contemporary issues and public policy. Intersection of race, ethnicity, gender, social class. Prerequisite: One of the following: ANT 101, SOC 151, SOC 252, SOS 101, or permission of instructor.

CENTERS AND INSTITUTES

Center for Historical Research

Established during the spring semester 2000, the Center for Historical Research, sponsored by Utica College's history department, provides resources and assistance to students, faculty, and members of the community, who are working on local and global history projects. The objectives of the center are to:

- * Support students who are working on "The History Project," an annual collaborative research project undertaken by graduating Utica College history majors.
- * Publish the annual proceedings of "The History Project."
- * Assist students and faculty conducting local and global historical research.
- * Foster ties between Utica College and its surrounding communities.
- * Compile and preserve historical resources.
- * Collaborate with the Ethnic Heritage Studies Center at Utica College.
- * Promote scholarly excellence through the Utica College chapter of the Phi Alpha Theta National Honor Society.

Computer Forensics Research and Development Center

The Computer Forensics Research and Development Center (CFRDC) of Utica College opened May 7, 1999. It is the result of a study on the state-of-the-art in computer forensics that was conducted by Chet Hosmer, president of WetStone Technologies, Inc., and Dr. Gary R. Gordon, former professor and director of economic crime programs at Utica College, and funded by the Air Force Research Laboratory/Information Directorate. The study identified a crucial need for an organization to facilitate the research and development of a new generation of computer forensic tools and methods. The CFRDC brings together key organizations from the military, law enforcement, commercial industry, and academe to help rapidly advance the emerging field of forensic information sciences. The center is located at Utica College and is governed by a board of advisers. Dr. Gordon is the director

and Chet Hosmer is the research advisor. Its key partners are the Air Force Research Lab, the National Law Enforcement and Corrections Technology Center – Northeast (NLECTC-NE), and WetStone Technologies, Inc.

Economic Crime Investigation Institute

The Economic Crime Investigation Institute (ECII) was formed in November 1988 to support the major in criminal justice/economic crime investigation; prepare students to prevent, detect, investigate, and prosecute economic crimes; and provide continuing education opportunities for economic crime investigation professionals. The ECII meets its goals by encouraging the exchange of expertise between educators and professionals in the field; placing students in internships, co-op programs, and professional positions with corporations and government agencies; sponsoring conferences, seminars, and lectures; and supporting research endeavors. The Institute has a distinguished board of directors that includes individuals at the top of their fields in higher education, business, and the federal government. These board members, who are experts in insurance fraud, credit card fraud, computer security, financial investigations, internal security, and corporate security, are working with Utica College faculty to accomplish the ECII's goal of preparing individuals to fight economic crime. In addition, the ECII has developed a computer-aided instructional laboratory to be used by economic crime investigation, accounting, and computer science students for a variety of courses.

Education Consortium at Utica College

The mission of The Education Consortium at Utica College is to provide exemplary, cost-effective educational opportunities to meet the certification and educational needs of teachers, administrators, and other employees of consortium members. Membership is institutional and is open to any school district, BOCES, or other organization desiring to participate in its activities. The Consortium provides an opportunity for members to develop joint programs to meet shared needs for professional development, the sharing of information and resources, assistance in meeting state requirements, and professional networking.

Ethnic Heritage Studies Center

Established in 1981 by Professor Emeritus Eugene P. Nassar, the Ethnic Heritage Studies Center serves as a clearinghouse for the creation of courses, seminars, and publications in ethnic studies, especially dealing with ethnic groups of the central New York area. It oversees the development of the Frank E. Gannett Memorial Library book collection in ethnic studies. It also has coordinated ethnic festivals with the Friends of the Library, honoring the larger ethnic populations of Utica. The Center's objectives are:

- * To develop a library and other teaching resources in the field of ethnic studies.
- * To promote the collection of historical and cultural materials.
- * To support the publication of occasional papers, monographs, and other items on topics related to ethnic studies.
- * To sponsor an annual lecture and artist series.
- * To develop bibliographic references for area libraries, historical societies, and organizations housing research materials on ethnic studies.
- * To work with community organizations toward the preservation and dissemination of information on the ethnic experience in central New York.
- * To cooperate with The History Project at the Center for Historical Research sponsored by the Utica College history Department.

Human Rights Advocacy Program

The Human Rights Advocacy Program of Utica College (HRAP) was established in 1992 by attorneys Theodore Zang, Esq., and Utica College Professor Theodore S. Orlin, Esq. HRAP's purpose is to counsel and train non-governmental organizations (NGOs) in transitional democracies. Accordingly, with the support of Utica College and private donations, it regularly works with human rights advocates in Eastern and Central Europe (e.g., Albania, Bulgaria, Kosovo, Moldova, Romania, Slovakia), Africa, and the Far East (Taiwan).

HRAP's approach is to provide in-field training and technical assistance to human rights NGOs and their supporters, as well as to provide counsel via international communications. HRAP works closely with Helsinki Committees and independent human rights NGOs, supporting their legal defense efforts, the monitor-

ing of human rights violations, and their human rights education programs, etc. It also provides technical support and training to university human rights centers in the Balkans and elsewhere.

As part of its training effort it invites young human rights advocates from transitional democracies to study and train at Utica College for a semester. Studying along with Utica College students, these advocates study human rights law and other specialties areas, bringing back to their own country skills and knowledge useful for human rights work. Utica College students benefit from their exposure to the experiences of these human rights advocates.

Institute for Applied Ethics

The Institute of Applied Ethics at Utica College was founded in 1986 and has been affiliated with Utica College since 1987. Its fundamental purpose is to serve the Mohawk Valley region by promoting reflection upon and public discussion of ethical issues in health care and the related fields of law, social legislation, and business. The Institute provides the community with a resource of informed people willing and able to assist in the assessment of ethical problems, and sponsors conferences, seminars, workshops, and lectures for both professionals and the general public.

Institute for Excellence in Education

The Institute for Excellence in Education was established in January 2000. It is the academic and administrative unit of the College responsible for the coordination of all activities involving teacher education and preparation for administrative and supervisory service. The Institute also functions as the clearinghouse for communications with the New York State Education Department on matters of certification; the liaison office for the Education consortium with area school districts and BOCES; and the locus for all community relationships and activities related to teacher education and certification and administrative and supervisory certification.

Institute of Gerontology

In January 1980, Utica College formed the Institute of Gerontology to foster a multi-disciplinary approach to all aspects of aging—i.e., health, sociological, economic, behavioral, environmental, and political.

The Institute achieves these goals through the education of students, professionals, and the general public; community development of the aging network; and research relevant to the study of aging.

Mohawk Valley Center for Economic Education

The Mohawk Valley Center for Economic Education at Utica College opened in 2001. The center, one of nearly 300 nationwide, is affiliated with the National Council on Economic Education (NCEE), a nonprofit group of educators, corporations, and labor leaders devoted to improving the economic literacy of students throughout the United States. The NCEE developed EconomicsAmerica, a set of programs aimed at integrating economics throughout the K-12 curriculum.

The Mohawk Valley Center's major focus is to help local districts implement the Economics America program by providing training for local teachers in kindergarten through senior high school in both economic content and pedagogy. The center's staff is also available to serve as consultants to school districts on curriculum development, needs assessment, and teaching strategies.

Raymond Simon Institute for Public Relations

Named for the former head of the Utica College public relations degree program, The Raymond Simon Institute for Public Relations was founded in 1986 with the purpose of enhancing UC's public relations and journalism programs.

To achieve this purpose, the institute honors the outstanding public relations/journalism alumnus or alumna; grants the Ben and Gene Comora Scholarship, the John Behrens Journalism Scholarship, and the Raymond Simon Scholarship; provides monetary support for faculty projects and student activities through the Bob '78 and Ellen Feldman Fund; and underwrites the cost of the Eleanor Sokolow/RSI Professional in Residence program, which brings outstanding professionals in public relations and journalism to campus for several days. Funding for the PIR program was made possible by a grant from Owen Comora '53 and his wife, Betty, and is named after her late mother.

Each year, the RSI also presents the George E. Jones '60 Outstanding PR/J Student awards to students in each of the four classes; the Owen Comora '53 Tangerine award to the most valuable staff member of the College newspaper; the Fred and Corinne Grates/RSI Achievement Award; the Flaherty Creativity Award; and the David D'Alessandro '72 summer internship awards, granted to help cover the expenses of student internships.

Each of these annual scholarships and cash awards, made possible through generous contributions from PR/J alumni, are granted to encourage excellence on the part of students in the public relations/journalism program. Selection of the awardees is made by the PR/J faculty and the executive director of the RSI.

FACULTY

Lawrence R. Aaronson, Professor of Biology

B.S., Florida State University

Ph.D., Rutgers University

Hossein Behforooz, Professor of Mathematics

B.S., Teheran University

M.S., Institute of Mathematics, Teachers Training Univ.

M.S., Ph.D., Brunel, University of West London

Paula D. Carey, Associate Professor of Occupational Therapy

B.S., Utica College

M.S., Syracuse University

Christine L. Channer-Dugan, Associate Professor of
Education

B.S., State University of New York College at Cortland

M.S., Syracuse University

Ph.D., Arizona State University

Molly Crist, Assistant Professor of Physical Therapy

B.S., State University of New York at Buffalo

D.P.T., Temple University

Thomas A. D. Crist, Assistant Professor of Physical Therapy

B.A., Rutgers University

M.A., University of South Carolina

M.A., Ph.D., Temple University

George Curtis, Associate Professor of Criminal Justice

B.A., Syracuse University

J.D., Brooklyn Law School

Sandra B. Dimeo, Associate Professor of Occupational Therapy

B.S., Utica College

M.S., State University of New York at Cortland

Laura G. Dorow, Associate Professor of Education

B.A., Wells College

M.A., Ed.D., Columbia University

Lois A. Fisch, Associate Professor of Education

B.Ed., University of Wisconsin

M.Ed., National-Louis University

Ph.D., Northwestern University

Linnea Franits, Assistant Professor of Occupational Therapy

B.A., M.A., New York University

Mary Jean Gelsomino, Assistant Professor of Physical Therapy

B.S., Ithaca College

M.A., New York University

Gary R. Gordon, Professor of Criminal Justice and Psychology

B. A., Clark University

M.S., University of New Haven

Ed.D., Boston University

Nancy L. Hollins, Associate Professor of Occupational Therapy

B.S., University of Minnesota

M.S., Syracuse University

Mary Ann Hutchinson, Professor of English

B.A., Utica College

M.A., Ph.D., Syracuse University

Mary Ann Janda, Professor of English

B.A., M.A., Ph.D., University of Illinois at Chicago

Alicja Jarzab, Assistant Professor of Education

B.A., M.A., Krakow Pedagogical University

Ph.D., Syracuse University

Robert W. Jones, Certified Fraud Examiner, Adjunct Lecturer
of Criminal Justice

B.A., Capital University

M.S., Utica College

Allen Jost, Adjunct Instructor of Criminal Justice

B.A., St. Cloud State University

M.A., Ph.D., University of Northern Colorado

James P. Kerins, III, Certified Fraud Examiner, Adjunct
Lecturer of Criminal Justice

B.S., York College

M.S., Utica College

Shauna Malta, Assistant Professor of Physical Therapy

B.S., Russell Sage College

M.S., Elmira College

Deborah Marr, Associate Professor of Occupational Therapy

B.S., Colorado State University

M.S., Michigan State University

Sc.D., Boston University

Douglas J. Mattson, Assistant Professor of Physical Therapy

B.A., State University of New York at Oneonta

M.S., Duke University

Denise M. McVay, Assistant Professor of Physical Therapy

B.S., Marietta College

B.S., M.S., D'Youville College

Victoria L. Nackley, Assistant Professor of Occupational Therapy
B.S., University of New Hampshire
M.S., Syracuse University

Peter A. Pawson, Associate Professor of Biology and Physical Therapy
D.E.C., Dawson College
B.Sc., Ph.D., McGill University

James S. Pula
B.A., State University of New York–Albany
M.Ed., University of Maryland
M.A., Ph.D., Purdue University

Curtis R. Pulliam, Associate Professor of Chemistry
B.S., Western Illinois University
Ph.D., University of Wisconsin-Madison

Timothy J. Quezada, Assistant Professor of Education
B.S., Colorado State University
M.S.P.A., Central Michigan University
M.A., University of Pittsburgh
Ed.D., University of Texas at El Paso

Donald J. Rebovich, Associate Professor of Criminal Justice
B.S., The College of New Jersey
M.S., Ph.D., Rutgers University

Roger Rockefeller, Adjunct Professor of Physics
M.E., M.S., Ph.D., Stevens Institute of Technology

Daniel J. Ryan, Adjunct Lecturer of Criminal Justice
B.S., Tulane University
M.B.A., California State University
J.D., University of Maryland

Dale Scalise-Smith, Associate Professor of Physical Therapy
B.S., Northeastern University
M.S., Ph.D., University of North Carolina

Jan Marie Simpson, Assistant Professor of Physical Therapy
B.S., LeMoyne College
B.S., State University of New York Health Science Center
M.S., New School for Social Research

Colleen Sunderlin, Assistant Professor of Occupational Therapy
B.A., Ithaca College
M.S., Tufts University

John C. Swanson, Assistant Professor of History
B.A., Boston University
M.A., Ph.D., University of Minnesota

Sally C. Townsend, Associate Professor of Occupational Therapy
B.S., Virginia Commonwealth University
M.A., College of St. Rose

Henry T. Tsuei, Adjunct Lecturer of Criminal Justice
B.S., University of Arizona
M.B.A., University of North Carolina at Greensboro

Veronica J. Wyrwas, Adjunct Lecturer of Criminal Justice
B.E.E., Villanova University
M.S.E.E., Ohio State University

Laurence Zoekler, Assistant Professor of Education
B.A., Hamilton College
M.A., St. Joseph's Seminary
M.A., Syracuse University

Affiliated Facilities and Associate Clinical Physical Therapy Faculty

The following is a partial list of the clinical sites that have supported student placements in Physical Therapy. A complete list of clinical sites is available in the Physical Therapy Clinical Education Office, (315) 792-3313.

Faxton-St. Luke's
Utica, NY 13503
LeAnn Mogensa, P.T., C.C.C.E.
Bettina D. Maggio, P.T., C.C.C.E.

Lubinc Rehabilitation Center
Bronx, NY 10461
Morgann Cohen, M.S., P.T., C.C.C.E.

The Mandel Therapy Group
King Ferry, NY 13081
Dana Mandell, P.T.

Masonic Home
Utica, NY 13501
Colleen Reynolds, P.T., C.C.C.E.
Physical Therapy Associates Network
Utica, NY 13502
Patricia DiSpirito, P.T.

Physical Therapy Plus
Syracuse, NY 13210
Kevin Nellis, P.T.

RJN Physical Therapy
Albany, NY 12208
Richard James Waite, P.T.

Rome Hospital
Rome, NY 13440
Joseph Batt, P.T., C.C.C.E.

St. Elizabeth's Medical Center
Utica, NY 13501
Barbara Brodzik, P.T.

St. Joseph's Hospital Health Center
Syracuse, NY 13203
Jennifer White, P.T., C.C.C.E.

St. Mary's Hospital
Amsterdam, NY 12010
Karen McGillin, P.T., C.C.C.E.

St. Peter's Hospital
Albany, NY 12208
Tara Jorolemon, P.T.

Saratoga Hospital
Saratoga Springs, NY 12866
Jacqueline Harris, C.C.C.E.

SECO Industrial Rehabilitation, Inc.
Ilion, NY 13357
Dawn Evans, P.T.

Sunnyview Rehabilitation Center
Schenectady, NY 12308
Patti Valenza, P.T., C.C.C.E.

United Cerebral Palsy and Handicapped Persons Association of the
Utica Area, Inc.
Utica, NY 13501
Lewellyne Blanchard

University Hospital
Syracuse, NY
Janice Michaels, P.T., M.S.

Upstate Home for Children
Oneonta, NY 13820
Lorna Wilhelm, P.T.

Valley Health Services
Herkimer, NY 13350
Margaret Burling, P.T.

White Plains, NY 10605
Charles T. Sitrin Health Care Ctr.
New Hartford, NY 13413

Duke University Medical Center
Durham, NC 27710

Eddy Cohoes Rehabilitation Center
Cohoes, NY 12047

Faxton Hospital–St. Luke's Healthcare
Utica, NY 13502

Helen Hayes Hospital
West Haverstraw, NY 10993

John Hopkins Hospital
Baltimore, MD 212877222

Jowonio Schools
Syracuse, NY 13210

Mohawk Valley Psychiatric Center
Utica, NY 13502

Moss Rehabilitation Hospital
Philadelphia, PA 19141

New York Medical Center
New York, NY 10016

Sheppard & Enoch Pratt Hospital
Baltimore, MD 212856815

St. Camillus Health & Rehabilitation Center
Syracuse, NY 13219

St. Elizabeth Hospital, Utica
Utica, NY 13501

St. Peter's Hospital
Albany, NY 12208

Sunnyview Hospital
Schenectady, NY 12308

Syracuse City School District
Syracuse, NY 13207

United Cerebral Palsy & Handicapped Persons Association of Utica
Utica, NY 13501-1930

Affiliated Facilities For Occupational Therapy Fieldwork

The following is a partial list of the numerous fieldwork sites with which the occupational therapy program has established contracts. A complete list is available in the Occupational Therapy Office, Room 236 in White Hall, (315) 792-3146.

Albany Medical Center Hospital
Albany, NY 12208

BOCES–Madison\Oneida County BOCES
Verona, NY 13478

Burke Rehabilitation Hospital

Affiliated Facilities and Associate Education Faculty

The following is a partial list of area school districts that support student teaching placements. A complete list of schools is available in the office of the Institute for Excellence in Education, (315) 792-3815.

Adirondack Central Schools

Boonville, NY 13309
Camden Central Schools
Camden, NY 13316

Clinton Central Schools
Clinton, NY 13323

Frankfort-Schuyler Central Schools
Frankfort, NY 13340

Herkimer Central Schools
Herkimer, NY 13350

Holland Patent Central School District
Holland Patent, NY 13354

Ilion Central Schools
Ilion, NY 13357

Little Falls City School District
Little Falls, NY 13365

Madison Central School District
Madison, NY 13402

Mohawk Central Schools
Mohawk, NY 13407

Mt. Markham Central Schools
West Winfield, NY 13491

New Hartford Central Schools
New Hartford, NY 13413

New York Mills Union Free School District
New York Mills, NY 13417

Notre Dame High School
Utica, NY 13502

Oriskany Central Schools
Oriskany, NY 13424

Poland Central Schools
Poland, NY 13431

Remsen Central School District
Remsen, NY 13438

Rome City School District
Rome, NY 13440

Sauquoit Valley Central School District
Sauquoit, NY 13456

Utica City School District
Utica, NY 13501

Vernon-Verona-Sherrill School District
Verona, NY 13478

Waterville Central Schools
Waterville, NY 13480

West Canada Valley Central Schools
Newport, NY 13416

Westmoreland Central Schools District
Westmoreland, NY 13490

Whitesboro Central School District
Yorkville, NY 13495

ADMISSION

Application Process

Applications to Utica College graduate programs are accepted on a rolling basis throughout the year. *All* applicants must submit:

- * an application form and personal statement;
- * an official transcript of undergraduate study from a regionally accredited college or university indicating receipt of a baccalaureate degree;
- * two letters of recommendation;
- * GRE or GMAT scores as appropriate; and
- * a \$50 application fee.

NOTE: Individual programs may have additional requirements. These are listed below under the respective program titles.

Application materials are available by contacting the Graduate Studies Office by phone at (315) 792-3001 or by e-mail at gradstudies@utica.edu. Application forms are also available on the Utica College Web site at <http://www.utica.edu/gce>.

Economic Crime Management

In addition to the general admissions requirements listed above, applicants to the Economic Crime Management program must:

- * have evidence of a minimum of two years of work experience in a related field; and
- * a letter of support from the applicant's employer.

Education

In addition to the general admissions requirements listed above, applicants to the Apprenticeship Teacher Certification Education program *only* must:

- * have a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale, and
- * submit passing scores on the Liberal Arts and Sciences Test (LSAT) and the Content Specialty Test (CST) in the subject area in which the student plans to teach.

Occupational Therapy

In addition to the general admissions requirements listed above, applicants to the Occupational Therapy program must complete:

- * 60 hours of volunteer/observation experience with an occupational therapy practitioner in a minimum of two different practice settings and a reflective summary of those experiences;
- * an overall cumulative grade point average of at least 3.0 (on a 4.0 scale) and successful completion of designated prerequisite courses with a minimum grade of 'C';
- * a physical health examination, completion of designated health requirements, and accident and health insurance; and
- * CPR certification for adult/child/infant.

Detailed requirements are available in the Occupational Therapy Office, 236 White Hall, (315) 792-3146.

Physical Therapy

In addition to the general admissions requirements listed above, applicants to the Physical Therapy program must complete:

- * an undergraduate GPA of 3.0 on a 4.0 system, with no grades for prerequisites or major-related courses below "C"; and
- * 100 hours of volunteer work experience under the supervision of a physical therapist (including at least two practice settings and 20 hours in an acute care/hospital setting).
- * two of three GRE test scores at or above the 50th percentile.

ACADEMIC POLICIES AND PROCEDURES

Absences: Faculty establish the attendance requirements for courses they teach. If a student incurs excessive absences, the student's grade may be lowered or a grade of F assigned for the course.

Academic Dismissal:

a. *Policy:* Any student currently on probation whose cumulative grade point average remains below 3.0 at the end of the succeeding semester, or who earns more than two grades of C or lower, shall be academically dismissed from the College. Students who are dismissed for academic reasons shall not be permitted to take any further courses at Utica College.

b. *Procedure:* At the end of each semester the registrar shall forward to each academic department a list of matriculated students in that department with (i) cumulative grade point averages of less than 3.0 or (ii) any grades of C or below from any semester. Copies of this list shall be sent by the registrar to the appropriate division dean and the graduate dean. Decisions on academic dismissal shall be made by the academic department and copies of the warning or probation letters forwarded to the registrar, program director, division dean and graduate dean. Such letters shall be sent to students within 15 working days following the date on which grades are due in the registrar's office. Appeals of academic dismissals must be made in writing to the graduate dean within 10 working days of the student's receipt of the dismissal letter. Copies of the graduate dean's response shall be forwarded to the registrar, program director, and division dean. Such letters shall be sent to students within 15 working days following the date on the appeal was received in the graduate dean's office. Further appeals must be made in writing to the Graduate Academic Standards Committee within 10 working days of the student's receipt of the graduate dean's letter. Copies of the Graduate Academic Standards Committee's response shall be forwarded to the registrar, program director, division dean, and graduate dean.

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

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

by all members of the academic community. Student should endeavor to exercise their freedom with maturity and responsibility."

Students are responsible for abiding by the regulations set forth in the catalog and the student handbook. While they may seek the advice of a counselor, final responsibility for any decision reached or action taken is theirs.

Academic Probation:

a. *Policy:* Any graduate student whose cumulative grade point average is less than 3.0, or who receives a second grade of C or below, shall be placed on academic probation.

b. *Procedure:* At the end of each semester the registrar shall forward to each academic department a list of matriculated students in that department with (i) cumulative grade point averages of less than 3.0 or (ii) any grades of C or below from any semester. Copies of this list shall be sent by the registrar to the appropriate division dean and the graduate dean. Warning letters may be sent to students at the discretion of the academic program to students who received grades of C or below, but are not yet on academic probation. Decisions on academic probation shall be made by the academic department and copies of the probation letters forwarded to the registrar, program director, division dean and graduate dean. Such letters shall be sent to students within 15 working days following the date on which grades are due in the Registrar's Office.

Academic Progress: Any student whose academic record falls below Utica College standards, or otherwise indicates an inability to meet program retention criteria, may be denied permission for further study. All requirements for master's 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.

Advising: All matriculated students are required to contact their major program adviser(s) prior to registering for courses. The signature of the adviser is required on the Course Selection Sheet. Students will not be allowed to register if the Course Selection Sheet is not signed. Subsequent course schedule changes also require approval. Students enrolling in programs with a distance education format may fulfill this requirement via computer or other technology, provided the faculty member approves the course selections.

Athletic Eligibility: Eligibility for intercollegiate competition is governed by the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC),

and the New York State Women's Collegiate Athletic Association (NYSWCAA). Regulations require that a student be matriculated full-time with a minimum of 12 semester hours to be eligible for intercollegiate athletics. Additionally, a student must maintain good academic standing according to the requirements of the graduate program.

Auditing: A full-time matriculated student in good standing may, with the permission of the instructor, attend a course as an auditor, without charge. Registration is required. Part-time or non-matriculated students who wish to audit a course may do so with the permission of the instructor, provided they register for the course and pay the tuition charge. An auditor receives a grade of AU and does not participate in 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 in the Economic Crime Management Program, or courses where they have not met prerequisite requirements.

Clinical Experience: See Field Experience.

Complaint Procedure: See Grievance Procedure.

Confidentiality for Student Employees: See Student Employees.

Continuous Enrollment: Students who have completed all of the course requirements for their graduate degree, except for the thesis or research project, must maintain continuous enrollment until their final thesis or project has been approved. This can be accomplished by enrolling in UCC 997 and paying the appropriate tuition every semester until completion. The six year time limit for completion of the degree includes all time accumulated through enrollment in UCC 997.

Course Changes: The College reserves the right to cancel any course if registration for it does not justify continuance and to make changes in courses, regulations, curricula, and fees at any time.

Curriculum Changes: See Course Changes.

Dismissal: See Academic Dismissal.

Family Educational Rights and Privacy Act: See Student Records.

Field Experience in Career Programs, Eligibility for: Some graduate programs have field or clinical education components that are designed to provide support and integration of the academic course work in field settings. Students must demonstrate the ability to meet the academic and professional standard of the program, demonstrate effective interpersonal communication and critical thinking skills necessary for the setting, and be recommended by the faculty for the field placements.

Financial Changes: The College reserves the right to make changes in tuition and fees at any time.

Forms: Required forms noted in this document are available at the Graduate Studies Web site, www.utica.edu/gce.

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 dean of graduate studies and the vice president for academic affairs. 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 Graduate Academic Standards Committee for a grade change. (For further information, see the grievance and complaint procedures in the student handbook.)

Grade Point Average: Grade points are awarded on the basis of 4.0 for each credit hour of A grade, 3.7 for A-, 3.3 for B+, 3.0 for B, 2.7 for B-, 2.3 for a C+, 2.0 for C, and 0 for F. Grades of AU and P are not calculated into the grade point average. For most courses at Utica College, students receive three credit hours, although the number of credit hours per course varies. The individual course listings in the catalog and in each semester's registration schedule inform students of the number of credit hours for each course. In this catalog, the number of credit hours is indicated in parentheses after the course listing.

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

A grade of Incomplete (I) may be granted only if it can be demonstrated that it would be unfair to hold a student to the normal time limits for the course. A request for a grade of Incomplete must be completed by both the student and the instructor and requires the approval of the appropriate division dean. The amount of time granted to complete the Incomplete will be set by the instructor at the time the contract is submitted. Even though an instructor may require a student to repeat certain elements of a course to finish an Incomplete, students should not register for the course a second time.

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

For courses that extend beyond the end of the semester, a grade of V will be issued by the instructor. The grade of V is a neutral grade and is replaced by the letter grade earned at the conclusion of the course.

Graduation Approval: To be approved for graduation, a student must (a) complete all course requirements with satisfactory academic standing including a minimum cumulative grade point

average of 3.0, (b) submit to the registrar's office a Diploma Request Card at the beginning of the semester following which the student anticipates graduating, (c) obtain acceptance of the thesis/project from the committee members, (d) deposit two required copies of the thesis/project in the graduate dean's office and obtain approval from that office, and (e) satisfy all financial obligations to the College. Verification of completion of the requirements for graduation is achieved by the student submitting to the graduate dean a completed "Graduate Degree Approval Form." When all of these criteria have been met, the graduate dean shall recommend the student to the vice president for academic affairs for certification by the Faculty Senate that the student has met all of the requirements for graduation.

Grievance and Complaint Procedures: Students who believe that they have been treated unfairly by the College have the right to file a grievance or complaint. Students are encouraged to resolve complaints informally with the faculty or administrators most closely involved in the alleged problem. In the event this does not resolve the problem, and if a student wishes to take more formal action, the student may file a complaint with the vice president for student affairs.

In resolving complaints, the College will adhere to the following principles: (1) the College will attempt to investigate and resolve formal complaints in a reasonable time frame; (2) final determination of formal complaints will be made by a person or persons not directly involved in the alleged problem; (3) no adverse action will be taken against anyone for filing a complaint.

Appeals of actions taken by any administrative officer should be submitted in writing to the president of the College.

Any appeals of actions taken by the president of the College should be submitted to the chairperson of the Board of Trustees.

Human Subjects (in Research): Federal regulations developed by the National Institute of Health require the protection of the rights of human subjects used in research of any kind. Utica College acknowledges its responsibility for protecting the rights and welfare of human subjects of research. The College's policies and procedures are consistent with the applicable federal regulations and apply to all activities which include research with human subjects and: (1) are sponsored by the College; or (2) are conducted by or under the direction of any employee, student, or agent of the College in connection with his or her institutional responsibilities; or (3) are conducted by or under the direction of any employee, student, or agent of the College using any property or facility of the College; or (4) involve the use of the College's non-public information.

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

Further information on the use of human subjects in research may be found in the Utica College publication "Policies and

Procedures for Protecting Human Research Subjects" available in the office of the vice president for academic affairs. To obtain a copy call (315) 792-3122.

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

Intellectual Honesty: The faculty at Utica College expects intellectual honesty from students in examinations and in writing themes, research papers, or laboratory reports. Intellectual honesty is necessary for the free exchange of ideas.

Plagiarism, a serious form of intellectual dishonesty, is defined as the use of ideas and phrases in the writings of others as one's own without crediting the source. Sources can include books, papers written by anyone else, editorials, opinions, reference articles, or other media. Paraphrasing must be cited and credited. Credit must be given either internally in the text or in formal notes.

Cheating refers to both giving and receiving unauthorized assistance in taking examinations.

Students who assist other students in acts of plagiarism and/or cheating, or who otherwise contribute to acts of intellectual dishonesty, such as providing a research paper, lab report, or other assignment paper for unauthorized use, are subject to the appropriate penalties.

Utica College faculty are authorized to assign the grade of "F for cheating" as a penalty for dishonesty in examinations or in the writing of themes, term papers, laboratory reports, or other assignments. Students who receive an "for cheating" as a penalty for dishonesty forfeit their right to withdraw without penalty. (The phrase "for cheating" will be removed upon graduation at the student's request.) The vice president for academic affairs shall inform the student in writing of the professor's decision and the student's right to a hearing. Requests for a hearing should be made to the vice president for the academic affairs for submission to the Graduate Academic Standards Committee, which may recommend a more or less severe penalty.

Intellectual Rights: Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to the work of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and the right to determine the form, manner, and terms of publication and distribution. Because electronic information is so volatile and easily reproduced, respect for the work and

personal expression of others is especially critical in computer environments. Violation of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations may be grounds for sanctions against any member of the academic community.

Leave of Absence: Leaves of absence may be granted at the discretion of the academic program for medical or other extenuating circumstances. To request a leave of absence, students must complete a Leave of Absence form, provide appropriate documentation where requested, obtain the signatures of the program director and the graduate dean, and enroll in UCC 996 for the duration of the leave of absence. Time accumulated during a leave of absence does *not* count toward the time limitation for completion of a graduate degree.

Make-up Examinations: If a student is unable to take a scheduled examination, a make-up examination 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.

Petitions: If a student wishes to be absolved from adhering to a particular academic regulation or procedure, or believes an academic regulation has been unfairly applied, the student should discuss the matter with the appropriate program director or the dean of graduate studies. If the matter cannot be resolved to the student's satisfaction, the student may submit a petition to the Graduate Academic Standards Committee. The committee will consider the petition and inform the student by letter of the decision reached and the action taken.

If a student wishes to be absolved from adhering to a particular administrative regulation or procedure, or believes an administrative regulation has been unfairly applied, or feels unfairly treated on an administrative matter, the student should discuss the problem with the vice president for student affairs. The vice president for student affairs, depending on the nature of the complaint, will reach a conclusion in the matter, or refer the individual to the appropriate administrative officer for resolution. In either case, the person will be required to submit a petition in writing and will be informed in writing of the outcome.

Policy and Procedure Changes: The College reserves the right to make changes in policies and procedures at any time.

Probation: See Academic Probation.

Refund Policy: The date on which a student notifies the Registrar's Office in writing of his or her complete withdrawal will be used as the basis for determining tuition refund. There is no rebate applicable to deferred fees or other fees (see also the housing policy in the student handbook). The following refund schedule applies to complete withdrawal.

Tuition

100% before or during the first class meeting
90% through the end of week 2 of the term
50% through the end of week 4 of the term
25% through the end of week 8 of the term

See the Schedule of Classes for your program for the specific applicable term dates.

Room

100% refund through the end of week 2 of the term

Board

100% prior to the first meal offered

Pro-rated through the end of week 9 of the term

Students who partially withdraw but are still in attendance for one or more classes, will receive a 100% refund for the first week of the term only. Thereafter no refund will be given. First-time students who withdraw through the end of week 9 of the term and who receive Title IV Program aid will have refunds calculated based on the federal pro-rata refund policy.

Professional Behavior: Utica College expects its faculty and students to observe traditional canons of scholarly discourse, academic behavior, and due process. Students, as well as faculty, are expected to exhibit the high level of personal integrity that society must demand of professionals. Utica College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all its members. The exercise of these rights must not violate the free exercise of the same rights by other members of the community. Failure to comply with these standards may result in dismissal from the College. For further information consult the retention policies of the individual graduate programs.

Research Requirement:

1. *Policy:* The New York State Education Department requires that all graduate degrees contain as one of their components "research or a comparable occupational or professional experience," including "writing a thesis based on independent research or completing an appropriate special project." In keeping with the requirements of the New York State Department of Education, Utica College requires that all graduate students complete a thesis or research project.

All research findings must be presented in written form in correct, standard English, with attributions and citations as appropriate to the discipline. Although the format may vary, each completed thesis or project must contain the following elements: a definition of the topic, a review of current literature on the topic, an explanation of the methodology to be used, a review of the results, and an explanation of the conclusions drawn. Research that has as its final form a product such as a computer program or CD-ROM must be accompanied by a written explanation containing this same information. For complete information and requirements, students must obtain a copy of the "Research Policies and Procedures"

document from the program in which they are matriculated. At Utica College, individual graduate programs may have additional program-specific research requirements. Students must prepare their research proposals, and conduct their research, in accordance with the policies and procedures specified in this document and the guidelines of the program in which they are matriculated.

2. Procedures:

a. *Thesis/Project Committee*: Each graduate thesis/ project requires a committee of up to three members including a sponsoring faculty member from the department in which the student is matriculated and up to two additional members, of whom only one may be from the same program as the sponsoring faculty member. All committee members must be approved by the director of the program in which the student is matriculated.

b. *Proposal*: Each student must submit a proposal and have it approved prior to beginning the research thesis/project. For complete information and requirements for the proposal, students must obtain a copy of the Research Proposal Requirements document from the program in which they are matriculated. Once the proposal is completed, it must be signed by all members of the student's committee. Signature by all committee members constitutes approval of the proposal. Copies of the approved proposal, along with a list of committee members, must be submitted by student to the Institutional Review Board, the graduate dean's office, the director of the program in which the student is matriculated, and each committee member.

c. *Approval of Thesis/Project*: The student must make the completed thesis/project available to each committee member at least 10 weeks prior to the anticipated date of graduation. Following receipt of the completed thesis/project, the committee may recommend (i) acceptance, (ii) conditional acceptance with minor modifications requiring approval by the sponsoring faculty member, (iii) conditional acceptance with major modifications requiring approval by each of the committee members, or (iv) rejection. When the thesis/project is accepted, the student is responsible for submitting to the graduate dean's office no later than five weeks before the anticipated date of graduation two unbound copies of the text on 100% rag paper. The thesis/project receives final approval when approved by the graduate dean's office. The graduate dean's office shall deposit one copy in the College library and retain one copy in the graduate office.

For further information on research policies and procedures, see the publication "Graduate Research Policies and Procedures." This document is available in the Graduate Studies Office, or on the Graduate Studies Web page at www.utica.edu/gce.

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

Schedule Changes: Any change in schedule must be approved by the Registrar's Office to become effective. Failure to do so will result in a grade of F for the course.

1. Semester courses may be added or changed only during the first week.
2. Semester courses may be dropped without academic penalty no later than two weeks after the official mid-term date of each term.
3. The schedule of deadline dates for add, change, and drop of courses is published each semester.
4. Courses dropped after the official drop date will receive a grade of WF.
5. Schedule changes require the signature of an adviser.

Student Employees, Confidentiality for: Students working in Utica College offices (student employees, resident assistants, student interns, or graduate assistants) are considered employees of the College, and as such are sometime required to handle confidential materials. Students are asked to sign a statement of confidentiality. If a student knowingly reveals information learned in confidence while working in a College office, the College reserves the right to take disciplinary action.

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

The policy of Utica College on access to and release of student data/information follows. Pursuant to the Family Education Rights and Privacy Act of 1974, this will constitute official notice of the following information:

1. Official files containing material directly related to students are maintained in the following locations on campus:
 - a. The Office of the Registrar maintains the student's official academic record, admissions material, copies of 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. The registrar maintains these files.
- b. The Academic Support Services Center maintains a file containing academic records, admissions material, and copies of correspondence with the student who has not declared a major, or is on academic probation. The director of student development maintains these copies.
 - c. The Office of Financial Aid maintains files containing information related to financial aid applications and awards. The director of financial aid maintains these files.
 - d. The Office of Student Employment maintains files containing information related to a student's employment in all campus based work programs. The director of student employment maintains these files.
 - e. The Office of Opportunity Programs maintains files for students enrolled in those programs, which contain academic records, admissions material, and copies of correspondence with the student. The director of Opportunity Programs maintains these files.
 - f. If a student has registered with Career Services and has assembled as credential file, the office will send copies of this file to prospective employers at their and/ or the student's request for a period of 10 years. The director of career services maintains these files.
 - g. The Office of the Vice-President for Student Affairs and dean of students maintains files of student who have had cases adjudicated through the College's judicial system. The judicial system is used to resolve cases of students who are accused of violating the Code of Student Conduct. The associate dean of students maintains these files.
 - h. The Office of Residence Life maintains files related to students who live in campus residences. The files contain records of the students housing history, including violations of residential policies and regulations. The director of residence life maintains these files.
 - i. The Division of Graduate and Continuing Education maintains files for students enrolled in those programs. The files, which contain academic records, admissions material, and copies of correspondence, are maintained by the dean of graduate studies, the director of credit programs, or the director of professional development programs, depending on the program.
 - j. The Office of Institutional Advancement maintains files on students who pledge a gift to the College. These files contain a record of their pledges and correspondence, and are maintained by the coordinator of research and records.
 - k. The Office of Public Relations maintains files on students who submit information for press releases. The coordinator of media relations and communications maintains these files.
1. The academic division office in which the students major resides maintains a file containing academic record, admissions material and copies of correspondence with the student. The dean of the academic division maintains these copies.
 2. The Act stipulates that the following persons and officials may have access to a students file without his/her permission.
 - a. Utica College officials, faculty members, and employees-including student employees, trustees, and persons under contract to the College-who have legitimate educational interests.
 - b. Authorized representative of certain federal and stated officials, including the comptroller general, the secretary of education, etc. Please note that representatives of investigation 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 judicial order pursuant to any lawfully issued subpoena.
 - f. Parents of students who are dependents of their parents for income tax purposes. Students who are not dependents of their parents and do not wish to have information released to them must register the request with the vice president for student affairs and the Office of the Registrar.
 3. No person, other than those enumerated in #2 above may have access to a student's record without his or her written consent.
 4. Records maintained in the Office of the Registrar constitute the official record and are maintained permanently. Records maintained in the other offices are destroyed when there is no further need for them, usually three to five years after graduation or separation from Utica College.
 5. The Act stipulates that students have the right to inspect their records. To do so, they must direct their request in writing to the person responsible for the file they wish to inspect. The request normally will be honored at the time of its receipt, if staff are available, but in no case later than 45 days after the request is made. Students have the right to review all material in their file unless they have waived their right of access. They have the right to receive a copy of any portion of their record, which will be made available at a charge of \$5 per copy.

6. A student has the right to challenge the content of his or her records. If a student should wish to do so, the College will attempt to resolve the dispute informally, through the person having responsibility for the file. If this attempt proves to be unsatisfactory to the student making the challenge, the student may request the president of the College to convene a formal hearing. The president or a faculty or staff member appointed by the president, who shall have no direct interest in the outcome, will conduct the hearing. The hearing will be held within a reasonable time following the request, and the student will be afforded a full and fair opportunity to present evidence relevant to the issues raised. The official conducting the hearing within a reasonable time after the conclusion of the hearing will render the decision in writing.

The Act permits the College to release directory information. Directory information will include the following categories: the student's name, home address, campus or local address, telephone number, e-mail address, date and place of birth, major field of study, weight and height of athletic team members, dates of attendance at Utica College, registration status (full vs. Part time), degrees and awards received, photographs, and the most recent previous educational institution attended, as well as participation in officially-recognized activities and sports. Students who do not wish to have any or all of their 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.

Study at Other Institutions: See Transfer Credit.

Transcripts: The Registrar's Office issues transcripts upon request. There is a fee per transcript. Requests are generally processed within five days. Delays may be experienced during the beginning and the end of each semester and during pre-registration. Please plan accordingly. Although students may request an unofficial copy of their transcript for their own use, when requesting that official transcripts be issued to other institutions or individuals such requests must be made in person or in writing. Utica College reserves the right to withhold the transcripts and diplomas of financially-delinquent students.

Transfer Credit: A maximum of six graduate credits graded B or higher from a regionally-accredited institution may be applied to a Utica College graduate program at the discretion of the program director and the dean of graduate studies. The credit must have been completed within five years of the initial date of matriculation at Utica College. Both the program director and the graduate dean must give written approval for the acceptance of transfer credit.

As an institution of higher learning, Utica College strives to

protect the integrity of its degree offerings. Therefore, Utica College students must obtain prior written approval from their advisers, program directors, and the dean of graduate studies before taking courses at another institution for credit at Utica College. Approval is not usually granted if the same course is offered concurrently at Utica College. Students who undertake such 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 course work.

Withdrawal: Students who withdraw from the College must notify the Registrar's Office and the Office of Financial Aid. Withdrawal notification must be made in writing. Unless this is done, a student's grade for all current courses will automatically be an F, and the student will not be eligible to receive a refund. Students who withdraw from college up to two weeks after the official midterm date of the term will receive grades of WD (withdrawn). Students who withdraw after the date will receive grades of WF. Students may be placed on probation, depending on the conditions of their withdrawal.

FINANCIAL POLICIES AND PROCEDURES

Academic Progress: This policy refers to graduate students who are receiving student loans and other federally-funded financial aid. In addition to meeting the standards for receiving financial aid, students must also meet the standards of their academic program at Utica College.

1. Standards for Receiving Aid:

- a. Full-time graduate students must earn an average of 5 credits per semester, complete a master's program within 6 academic years, and maintain a cumulative GPA of 2.0 or better after their first academic year.
- b. Part-time graduate students (i.e., students registered for fewer than 9 credit hours per semester) must earn at least 50 percent of the credit hours attempted and must maintain a cumulative GPA of 2.0 or better after their first academic year.

2. *Standards for New York State Tuition Assistance Program (TAP):* Note that the criteria for the TAP satisfactory progress differs from the federal and Utica College satisfactory academic progress criteria.

T.A.P. pmt. no.	Min. no. new credits required*	Credits required prev.	Total earned credits sem.**	Min. cumulative
1	12	0	0	0
2	12	12	6	2.2
3	12	12	12	2.4
4	12	12	21	2.6

* Credit equivalent units: Master's thesis in progress (9 hours maximum); preparation for comprehensive/ qualifying examinations (6 hours maximum); other preparation as approved (12 hours maximum).

** Incomplete and failing grades are included in the number of credits completed per semester. Only passing grades are included in the number of credits earned.

3. *Failure to Meet Academic Standards:* Students who fail to meet the criteria for federal, College, and/or TAP for satisfactory academic progress will be notified by the Office of Financial Aid. Students should contact their financial aid counselor to discuss their options.

Students who fail to make satisfactory academic progress will lose eligibility for financial aid from federal, state, and College sources. Students may appeal for reinstatement of aid on the basis of physical illness or extraordinary personal

difficulty, due to unusual circumstances. The vice president for academic affairs and dean of the faculty will consider the student's full history when determining if a waiver is appropriate. For further details regarding aid reinstatement, contact the Office of Financial Aid.

Financial Aid:

1. *Forms of Aid:* There are two main forms of financial assistance: grants and loans. Grants (often called scholarships) are direct awards for which repayment is not required. Loans usually are guaranteed and offered at low interest; repayment usually is due after the student leaves college. All forms of aid are awarded on an annual basis. Students are responsible for reapplying each year.

2. Sources of Aid:

a. *Federal Direct Stafford/Ford Loans:* Students make application by filing the FAFSA and completing a promissory note with the Office of Financial Aid. The loan is submitted to the U.S. Department of Education for approval.

i. *Selection of Recipients and Allocation of Awards:* To be eligible for a Federal Direct Stafford/Ford Loan, a student must be: (1) a U.S. citizen or permanent resident alien; and (2) enrolled in or admitted as a matriculated student, at least half-time, at Utica College. An approved needs test must be on file in the Utica College Office of Financial Aid.

ii. *Loan Schedule:* Graduate students may borrow up to \$18,500 per academic year. Students are eligible for a full interest subsidy during the time they are in school and a six-month grace period after school before repayment must begin. Loan fees are deducted from the loan prior to disbursement of funds. The interest rate is variable and changes annually.

iii. *Rights and Responsibilities of Recipients:* Students may borrow at a relatively low variable interest rate, with no repayments as long as they remain enrolled at least half-time and for the grace period after they cease to be at least a half-time student. Refer to the statement of borrower's rights and responsibilities on the promissory note for further details.

b. *Federal Direct Unsubsidized Stafford/Ford Loan:* Available to students who do not qualify for the basic Federal Stafford Loan or who are not eligible for the full Federal Direct Stafford/Ford Loan amount. Borrowers are

responsible for payment of the interest that accrues on unsubsidized loans while they are in school. The interest rate is variable. The rate is subject to change annually. Interest may be capitalized.

3. *Application Procedures for Financial Aid (2003-2004):*

- a. Students must provide a copy of a 2003-2004 FAFSA.
- b. Students must return all appropriate acceptance forms enclosed with the award letter by the deadline given in the award letter.
- c. Students must provide documentation of all income by the deadline, if requested. Documentation includes, but is not limited to, signed income tax forms, 1099 forms, and letters from sources such as social security, welfare, pension, etc.

4. *Appeal Procedure:* Students who feel that they have been given an inappropriate financial aid award may do the following:

- a. The student may request an explanation from the Director of Financial Aid.
- b. If the student remains dissatisfied with the award, the student may request in writing a review by the Admissions and Financial Aid Committee. The committee will not review requests for changes of an individual award that entail a revision of general policies.

Refunds: Utica College follows prescribed regulations when determining the amount of refund owed to the Title IV Program if a student receiving such aid officially withdraws, drops out, or is expelled from the College on or after his/her first day of class. Please see the Academic Policies and Procedures section of this catalog for further details.

Tuition and Expenses: All students are responsible for any College debts they have incurred, including library fees, parking fines, tuition, fees, monetary penalties, fines, and any changes in their financial aid packages. A student will not receive a transcript until all bills have been paid. A student who is graduating will not receive a diploma and will not be able to obtain transcripts until all outstanding debts have been paid.

For a list of current tuition rates, fees, and other expenses, contact the Division of Graduate and Continuing Education at (315) 792-3001.

GRADUATE CALENDAR*

Fall 2003

Economic Crime Management Residency	August 18-22
Campus Fall Semester Begins	August 26
Fall Recess (for Campus programs)	October 13-14
Thanksgiving Recess (for Campus programs)	November 26-30
Campus Fall Classes End	December 15
Final Exams for Campus Courses	December 9-15

Spring 2004

Economic Crime Management Residency	January 4-9
Campus Spring Classes Begin	January 21
Last Day to Submit Draft Thesis/Research Project to Faculty for May 2002 Commencement	February 15
Spring Recess Week (for Campus programs)	March 15-19
Last Day to Submit Final Approved Thesis/Research Project to Graduate Dean's Office for May 2002 Commencement	April 15
Campus Classes End	May 11
Final Exams for Campus Courses	May 6-11
Commencement	May 16

Summer 2004

Session A: Four-Week Session

Campus Classes Begin	May 25
Midterm	June 7
Last Day to Drop Without Academic Penalty	June 15
Campus Classes End	June 21

Session B: First Six-Week Session. NOTE: Because Memorial Day falls on what would normally be the first day of the session, Monday/Wednesday classes will also meet on Friday, May 30.

Economic Crime Management Residency	May 16-21
Campus Classes Begin	May 25
Midterm	June 14
Last Day to Drop Without Academic Penalty	June 22
Campus Classes End	July 2

Session C: Second Six-Week Session

Campus Classes Begin	July 6
Midterm	July 26
Last Day to Drop Without Academic Penalty	August 2
Campus Classes End	August 12

* The academic calendar is designed for courses meeting on campus. Distance learning or other programs with non-traditional formats have separate academic schedules that can be obtained from the respective program offices. NOTE: Utica College recognizes the right of each student to observe religious commitments. Although religious holidays are not reflected in the academic calendar, students wishing to observe such holidays should notify their professors or the vice president for student affairs and dean of students so that special arrangements can be made if necessary.

Utica College is chartered by the Regents of The University of the State of New York. The College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3524 Market Street, Philadelphia, Pennsylvania, 19104-2680, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Graduate Education Program is approved by the New York State Education Department, Office of Higher Education, Room 979EBA, 89 Washington Avenue, Albany, New York, 12234, (518) 474-5851. The Graduate Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, Virginia, 22314, (703) 706-3245. The Graduate Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, (301) 652-AOTA.



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