

2004-05
College Record

The Keuka College Record

Effective July 1, 2004



Keuka Park, New York 14478
(315) 279-5000
www.keuka.edu

Table of Contents

Academic Calendar ii
Our Mission 1
The College 2
Admissions 6
Keuka College Costs 2004-2005 (Tuition) 12
Financial Assistance 16
Federal Programs 18
New York State Programs 20
Keuka College Programs 23
Student Life 33
The Academic Program 45
Experiential Education 61
Core Curriculum 63
Academic Divisions 65
- Basic and Applied Social Sciences 67
- Business and Management 75
- Education and Social Work 81
- Humanities and Fine Arts 95
- Natural Sciences, Mathematics, and Physical Education 107
- Nursing 113
- Occupational Therapy 117
- Course Descriptions 123

Directory 189
- Trustees 189
- Faculty 191
- Administration 195
- 2004-2005 Alumni Association Executive Council 199
- 2004-2005 Family Association Board Members 199

Telephone Directory 200
Index 201

Majors

Accounting	78	Medical Technology	110
American Sign Language	100	Nursing	113
Biology	107	Occupational Science	119
Biochemistry	108	Organizational Communication	98
Clinical Science (Pre-Chiropractic)	111	Political Science and History	67
Criminology and Criminal Justice	72	Psychology	68
Early Childhood/Special Education	82	Social Work	90
English	95	Social Studies	68, 89
Environmental Science	109	Sociology	70
Management	75	Theatre and Drama	104
Marketing	79	Unified Childhood/Special Education	85
Mathematics	110	Visual and Verbal Art	101

Academic Calendar

2004

July 5	Summer Sessions Begin
Aug. 6	Summer Sessions End
Aug. 30	Fall Semester Classes Begin
Sept. 10	Last Day to Add a Class or Drop a Class Without Receiving a Grade of "W"
Oct. 9-12	October Break—No Classes
Oct. 22	Last Day to Drop a Class
Nov. 24-28	Thanksgiving Break—No Classes
Dec. 10	Fall Semester Classes End
Dec. 13-15	Final Exam Period

2005

Jan. 3	Field Period Begins
Feb. 4	Field Period Ends
Feb. 7	Spring Semester Classes Begin
Feb. 18	Last Day to Add a Class or Drop a Class Without Receiving a Grade of "W"
March 26-April 3	Spring Break—No Classes
April 8	Last Day to Drop a Class
May 20	Spring Semester Classes End
May 23-25	Final Exam Period
May 29	Baccalaureate and Commencement

Keuka College is the national leader in experiential, hands-on learning.

OUR MISSION

Keuka College is a diverse, student-centered, liberal arts based learning community for those with a range of educational goals, including undergraduate degrees, professional training, and advanced study. Our emphasis on experiential education provides a cornerstone for academic study, career preparation, and personal growth. Through an intellectually challenging and supportive living and learning environment, we seek to foster our students' academic and personal development, providing them with a foundation for a lifetime of learning, service, and leadership.

Core Values and Guiding Principles

Student-Centered: Educating Whole Persons

We affirm that students are the foundation of our community and our reason for existence.

We emphasize personal faculty and staff interaction with students and mentoring of our students in a caring, supportive environment.

We believe that the task of a college is to educate whole persons, and therefore provide our students with opportunities for intellectual, emotional, social, physical, spiritual, and professional development.

Liberal Learning/Professional Education

We affirm the value of liberal learning both as a foundation for specialized study and as a principal means of achieving the College's Learning Goals for Students.

We value the depth of knowledge, skills, and ethical perspective provided through study and practice in an academic discipline or professional field.
We affirm the need for clearly articulated integration between general education and the academic or professional major.

Experiential Education

We are committed to learning from experience, integrating theory and practice.

We teach students to apply knowledge, values, and skills effectively in learning problem-solving.

We teach students to learn actively and systematically from classroom-based, co-curricular, and off-campus experiences.

A Supportive Living and Learning Community

We understand that all members of the community make important contributions as partners in the work of the College, and seek to integrate curricular, co-curricular, and extracurricular learning.

We cultivate a spirit of service, shared responsibility, and leadership in all our community members and encourage the use of knowledge, skills, and resources for the benefit of others.

We recognize that learning is a lifelong process, and believe that it is best accomplished in a cooperative, mutually supportive environment.

We value human diversity in all its forms, and affirm as well the principles of human dignity and interdependence.

We value personal integrity, mutual respect, trust, and open communication, and expect that these principles will guide the actions of all community members.

We are committed to decision-making based on a balance between individual rights and community needs.

Graduate Outcomes

Keuka College faculty have identified 15 common educational characteristics all graduates should possess. They define some of the important types of knowledge and skills an educated person should be able to demonstrate. The College refers to these characteristics as educational outcomes.

Below is the list of these graduate outcomes. Faculty have developed detailed, performance-based graduate outcome statements for seven of the 15 thus far. They are identified with an asterisk (*).

Written Communication*
Oral Communication*
Effective Thinking*
Information Literacy*
Quantitative Literacy*
Experiential Learning*
Diversity*
Career Planning
Breadth of Knowledge
Depth of Knowledge
Intellectual Initiative
Values and Ethics
Independence and Interdependence
Social and Personal Responsibility
Well Being

THE COLLEGE

Keuka College is an independent, four-year, coeducational institution located in the heart of New York's picturesque Finger Lakes region. For more than 100 years, the College has fostered the ideals of the humanistic tradition and a vision of life committed to academic excellence, professional achievement, and service to humanity.

Today, the hallmark of a Keuka education is the four-week Field Period, a nationally recognized experiential education program. Required annually of every student, the Field Periods collectively represent the central academic experience shared by every Keuka graduate. The many experiential educational components culminate in a succession of Field Periods that progressively challenge the student to develop, mature, and apply theories previously explored in the classroom.

A rigorous liberal arts core curriculum is the major focus of study during the freshman and sophomore years. The College believes a liberal arts education endows students with an understanding of the human condition, our collective heritage, and our pluralistic and technological society. Classes in the natural and social sciences, humanities, mathematics, and computer science provide a solid, integrated foundation that supports academic expectations encountered in upper-division course work. Whether majoring in one of the College's professional programs or one of the other disciplines available at the College, Keuka students come together to exercise their intellectual curiosity, expand their levels of social tolerance, and test their moral

convictions in a unique and non-threatening environment.

The faculty takes pride in its ability to simultaneously challenge and reinforce the values and goals students bring to Keuka College. The faculty welcomes the intellectual stimulation afforded by a diverse, curious, and energetic student body. It confidently encourages, guides, and educates students so that upon graduation they possess the knowledge, skills, and confidence necessary for success in a world of increasingly competitive opportunities.

A Brief History

"This grand and noble enterprise." These dignified words, taken from Keuka's founding resolution, led to the establishment in 1890 of Keuka Institute as a coeducational preparatory college. The indefatigable founder of the College, the Rev. Dr. George H. Ball, selected the College's original 157-acre site that "made up in scenery what it lacked in fertility." Today, the main campus building still bears the name Ball Hall in tribute to the man who recruited Keuka's first faculty. Those teachers, and the ones who followed, exemplified the College's motto: "Committed teachers and scholars devoted to providing maximum attention to the individual student."

Keuka's intellectual strength and spirit come from the many dedicated individuals who have taken active part in its 100-year history. For more than a century, each succeeding generation of Keukonians has built a unique institution upon the four cornerstones of academic excellence, social responsibility, the practical application of learning, and accessibility.

Keuka became a women's college in 1920. Arthur H. Norton undertook the first of three major campus expansions, underscored the institution's spiritual commitment to Christian leadership, and rapidly expanded the liberal arts and science curriculum. The "small but great" College attracted statewide attention because of the service its students, faculty, and graduates rendered among the rural citizenry. At that time, the alumni of no other college in the state provided a more valuable educational service, administering to 75 churches and instructing thousands of rural children, the majority from poor families. The rich tradition of active service to the community was already well established and particularly evident throughout the Depression. As one eloquent trustee of the College remarked: "[At Keuka] the highest education is that in which the individual perceives the highest responsibility to be the use of intellectual training and acquired knowledge in the creative service to others."

During the 1940s, Keuka's size and reputation increased. Adding to the wartime effort, Keuka established its nursing cadet program. Katherine Blyley joined Keuka as the College's first woman president and, under her leadership, the Field Period program came to fruition. To this day, Field Period exemplifies the innovative spirit and philosophy of the College.

Along with increased enrollments, the next three decades witnessed the expansion of facilities devoted to virtually every aspect of campus life. New physical arts, library, and natural science buildings were constructed, and the architecturally-distinctive spiritual center

of the campus, Norton Chapel, was dedicated.

In 1985, Keuka College once again became a coeducational institution. True to its historical willingness to accept change while faithfully adhering to its basic values, Keuka College revised its core requirements and substantially increased the number of major programs. In addition to the highly regarded professional programs requiring licensure (nursing, occupational therapy, education, and social work), the College today offers a multifaceted business curriculum as well as its long-established programs in the humanities and natural and social sciences.

The Keuka community of scholars, students, and administrators vigorously supports the essential role student life plays in guiding the development of young adults. Co-curricular, social, and recreational activities, along with a renewed campus ministry program and competitive women's and men's intercollegiate athletic teams, complement Keuka College's academic programs, leadership in experiential learning, and splendid lakeside campus.

Campus

The beauty of the Keuka College campus is consistently cited as one of its best assets.

Hegeman Hall houses programs in criminology/criminal justice, education, social work, psychology, sociology, political science, history, occupational therapy, experiential education, and English. The campus employment program is also centered in Hegeman, along with many faculty offices, the registrar's office, the academic dean's office, and the president's office. Hegeman Hall's Virginia Pearson McKenzie '34 Center for Writing and Tutorial Assistance Program and the Olga Raue Patterson '28 Study Room help students excel.

The Lucretia Davis Jephson Science Center houses programs in nursing, chemistry, and biology. This center for the sciences features a 150-seat auditorium and a nursing laboratory with a simulated clinical environment.

Strong Hall, home to the Division of Education, houses classrooms, the administrative computing center, and two centers for student use: The Charlotte Lightner Resource Center, consisting of the microcomputer laboratory, and the Sally Gannett McAdam Center. Students use these centers for individual work and research. Each academic, administrative, and residential facility (common area) is directly connected to the campus computer system.

Outside the classrooms and laboratories, intellectual life at Keuka is centered in the Lightner Library, which provides study space for 400 students and has more than 95,000 classified volumes. The library features computerized periodicals (indexes and complete texts), an automated card catalog, audiovisual facilities, and the Lightner Art Gallery, in which regional and student artists exhibit their work. When classes are in session, the library is open Monday - Thursday from 8 a.m. to 11 p.m.; Friday, 8 a.m. - 6 p.m.; Saturday, 8:30 a.m. - 6 p.m.; and Sunday, noon - 11 p.m. When classes are not in session, the library is open Monday-Friday from 8:30 a.m. - 11 p.m.

The Weed Physical Arts Center, featuring the Ayers Pool, gymnasium, fit-

ness center, and weight room serves both the physical education program and the recreational and intercollegiate sports interests of students, faculty, staff, and area residents.

The facilities of the David Dahlstrom Student Center house student organizational offices, the Geiser Refectory, the Terrace Cafe, the chaplain's office, the bookstore, the Day Student Lounge, the vice president for student development and dean of students, director of student activities, and director of residential programming. When classes are in session, the Geiser Refectory is open 7 a.m. - 7 p.m., Monday-Friday; and 11:30 a.m. - 1 p.m. and 5-6 p.m., Saturday and Sunday. When classes are not in session, schedules will be announced. The Terrace Cafe is open Monday-Saturday from 7 a.m. - 10 p.m. The bookstore is open Monday-Friday from 9 a.m. - 4:30 p.m. It maintains weekend hours during special campus events only.

The College's performing arts center, known affectionately as the Barn, provides a vibrant environment for theater and dance performances. Student theater productions are staged two-to-three times yearly, and the Barn sometimes hosts visiting performing groups.

Allen Hall, home of the fine arts department, also houses the Office of Financial Aid.

Ball Hall, namesake of Keuka's founder and the oldest campus building, houses students on its upper floors and accommodates many of the College's administrative offices on the first floor.

Norton Chapel provides Keuka College with a beautiful, inspiring, spiritual, and reflective setting. This steep-roofed, vaulted-ceiling building houses a majestic pipe organ and the Stephanie Lynn Pierce Meditation Room. The Chapel is the scene of campus church services, ceremonies, and all campus convocations.

At the Wagner House, the Office of Admissions welcomes prospective students and counsels them on financial aid opportunities.

Accreditation

Keuka College is accredited by the Middle States Association of Colleges and Secondary Schools. The College is also chartered by the Board of Regents of the University of the State of New York. Keuka is one of 17 colleges affiliated with American Baptist Churches USA. The Council on Social Work Education accredits the College's social work program, and the National League for Nursing Accrediting Commission (NLNAC) accredits the nursing program. The NLNAC address is:

The National League for Nursing
Accrediting Commission
61 Broadway 33rd Floor
New York, N.Y. 10006
Telephone: (212) 363-5555

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Its address is:

Accreditation Council for
Occupational Therapy Education
of the American Occupational
Therapy Association
4720 Montgomery Lane
P.O. Box 31220
Bethesda, Md., 20824-1220.
Telephone: (301) 652-AOTA

Graduates can sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require licensure in order to practice; however, state licenses are based on the results of the NBCOT certification examination.

ADMISSIONS

Keuka College encourages applications from persons who seek an undergraduate education founded in the liberal arts and are committed to the benefits of experiential learning. The College provides career and pre-professional preparation, and offers a strong educational experience for students who have not yet decided on career goals. Students who wish to avail themselves of the academic, co-curricular, extracurricular, and experiential programs of the College are invited to apply for entrance.

Candidates for admission must demonstrate the ability, motivation, and preparation to undertake college studies. Each candidate is evaluated on individual strengths in relation to the demands of the academic programs offered at Keuka.

Keuka College admits, as regular students, those who possess a high school diploma or its equivalent. Applicants should submit:

1. A completed application with the non–refundable application fee of $30;
2. At least one letter of recommendation;
3. The results of their Scholastic Assessment Test (SAT) of the College Entrance Examination Board or the results of their American College Testing (ACT) Program; and
4. An official copy of their high school record or general equivalency diploma (GED).

Selection Process

In addition to the review of grades in academic subjects and scores on the SAT or ACT tests, the admissions committee also looks at recommendations and evidence of participation and leadership in co-curricular activities, special talents, and community and/or church involvement. It should be noted that the challenge and scope of a candidate's secondary school programs are also factors in the decision process.

Applicants seeking financial assistance are encouraged to apply as early as possible. An enrollment deposit of $200 is required for students who decide to accept an offer of admission. This deposit ensures a place in the entering class.

Transfer Admission

Transfer Credit Evaluation Process and Policies

Transfer credits are accepted from regionally accredited post-secondary U.S. institutions. Credit from foreign institutions, proprietary colleges, and other sources are evaluated and accepted on a case-by-case basis. Normally credit is accepted only for those courses that are completed with a grade of C or higher. Grades of P, S, and CR earned in credit-bearing courses are normally not accepted (see below for discussion of

exceptions for students holding associate degrees). Grades earned at other institutions are not included in the calculation of a student's Keuka College grade-point-average (GPA). (Note: All college-level course work is used in calculating degrees with distinction. Please refer to that section of the Keuka College *Record*.)

College credits are reviewed by the registrar to determine the courses accepted for transfer. Once evaluated, the registrar will send the transfer student an evaluation showing accepted courses, the Keuka College course equivalencies, and the estimated total number of credits needed to satisfy all degree requirements. A transfer student follows the academic regulations that pertain to the class in which (s)he has been placed.

The number of credits accepted toward matriculation and the number of credits a transfer student will need to complete all graduation requirements varies depending on a student's curriculum at his or her previous institution(s) and the major program the student selects at Keuka.

Transfer credits for courses taken more than five years prior to a student's enrollment will be evaluated on a case-by-case basis. Because the rate of change in some areas of knowledge is so great, relatively outdated course work may no longer provide the necessary background to begin more advanced study and may hinder a student's success and professional preparation. A student may therefore have to repeat some courses at the discretion of the appropriate faculty and administrators.

Each transfer student must complete all prerequisite courses in his/her Keuka major and, as specified, earn the appropriate minimum grade in each course. In cases in which a student repeats a course at Keuka in order to earn the minimum grade in a prerequisite course, the College does not grant credit for the repeated course. However, the grade for the repeated course will be calculated into the student's cumulative Keuka GPA. The same policy applies in cases in which the college requires a student to repeat a class taken elsewhere because the material covered in the original course is considered outdated.

Maximum Number of Transferable Credits for all Program Types

Four-year college or university	90
Two-year college	72
Proprietary colleges	30
Other	18*

*Category includes non-college credit course work approved by ACE of PONSI, advanced placement tests such as CLEP or AP exams, and Keuka College challenge/exemption exams. Additional credit is evaluated on a case-by-case basis.

Transfer Application Process

Students interested in transferring to Keuka College should consult with their academic adviser and a transfer counselor as early as possible, and contact Keuka's admissions office for help and information. Effective planning maximizes the number of credits a student will be able to transfer and apply toward graduation requirements at Keuka.

Requirements:

1. A completed application with the non-refundable application fee of $30.
2. Official transcripts from all colleges

and universities previously attended. Once the transcripts have been received by Keuka College they become part of the student's official academic record and cannot be released and/or forwarded to any other individual, including the student.
3. An official high school transcript.
4. SAT or ACT scores are optional.
5. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200.

Students Holding B.A. and B.S. Degrees

Students entering Keuka College with a previously earned B.A. or B.S. degree from another accredited institution are not required to complete the college core curriculum. They may be required, however, to make up any major prerequisites. They must also complete 30 of their last 36 credits at Keuka College (including one Field Period) and at least 12 credits in the major at the 300 level or above. The maximum number of transferable credits is 90.

Students Holding Associate Degrees

Transfer students from two-year colleges who have earned an A.A. or A.S. degree are ordinarily granted at least 60 credits and junior standing. Thus, students who have an A.A. or A.S. degree are granted credit as needed, for courses for which they have earned C- or D grades and/or non-letter passing grades to ensure that they are granted junior standing and have at least 60 credits to apply toward the baccalaureate degree at Keuka. In addition, students who have completed an A.A.S. degree program in a subject area related to a Keuka College major may also be granted 60 or more credits and junior standing. (Decisions are made on a case-by-case basis.)

Associate Degree Transfer Articulation Agreements

To encourage and facilitate the transfer of qualified students from regional community colleges, Keuka maintains comprehensive, generic transfer articulation agreements with Broome Community College, Cayuga Community College, Corning Community College, Erie Community College, Finger Lakes Community College, Genesee Community College, Monroe Community College, and Onondaga Community College.

In addition, Keuka has 2+2 dual enrollment transfer agreements with Corning, Finger Lakes, and Monroe Community Colleges. These special partnerships ensure the smooth curricular transition from the two-year to the four-year college and enable students in selected programs to complete a baccalaureate degree in four years. Interested students should contact their admissions office and transfer office for details.

Transfer Admission Standards

Applicants for transfer must be in satisfactory academic standing at the institution currently or previously attended. Exceptions are considered on an individual case-by-case basis. GPA and specific course grade requirements vary across programs.

Transfer Core Curriculum Requirements

General education provides a strong foundation for advanced study and preprofessional development in any academic major. Keuka recognizes that transfer students often present widely

differing backgrounds in general education depending on their previous program of study. Many have had classes in arts and sciences disciplines not represented in Keuka's curriculum.

Therefore, students who have earned 25 or more credits are not required to complete exactly the same core requirements as beginning college students. Instead, the College allows them to demonstrate a similar breadth of knowledge and experience in the arts and sciences by completing course work in three broad categories, as detailed below. (The list of acceptable academic disciplines under each category is representative, not comprehensive.) Keuka's flexible approach acknowledges the general education knowledge and skills transfer students bring with them through prior post-secondary course work.

Students with 24 or fewer credits are required to complete the same core requirements as students who have started their academic career at Keuka. All transfer students are required to complete INS 301 at Keuka. Any transfer student not having completed the equivalent of College English I (ENG 110) is required to take this course at Keuka.

Transfer Core Categories

Humanities (three 3-credit courses in at least two disciplines)

- Fine Arts (art, dance, music, theater)
- Foreign languages
- Literature
- Philosophy
- Religion
- Other (decisions made on case-by-case basis)

Natural Sciences and Mathematics (one laboratory science and one mathematics course)

- Astronomy
- Biology
- Chemistry
- Environmental Science
- Geology
- Mathematics
- Physics
- Statistics
- Other (decisions made on case-by-case basis)

Social and Behavioral Sciences (three 3-credit courses in at least two disciplines)

- Anthropology
- Economics
- Geography
- History
- Political Science
- Sociology
- Psychology
- Other (decisions made on case-by-case basis)

Core Waivers

Students transferring 25 or more credits may also receive course waivers for ENG 112 College English II and PE 140 Design for Active Living, depending on their Keuka major. All transfer students have the opportunity to demonstrate basic computer literacy through an orientation exam and thus may be exempted from the computer course requirement. Students who have passed a computer course at another college are exempt from the exam and are given credit for the computer literacy requirement. Students majoring in management and marketing are required to take CMP 120, which fulfills the core requirement for computer literacy.

Field Periods

College policy requires students to complete one Field Period for every 30 credits earned at Keuka. Students with an A.A. or A.S. degree will therefore normally be required to complete two Field Periods. The number of Field Periods required for transfer students will be made on a case-by-case basis by the registrar, based on the number of credits accepted and applied toward the baccalaureate degree.

Campus Visits

Prospective students and their parents are encouraged to visit Keuka and meet with an admissions counselor, current students, a member of the faculty, and a financial aid counselor. A tour of the campus with a current student is included in a visit to the College. Prospective students may attend classes, lectures, club meetings, and other extra-curricular events as time permits. The admissions office is open year-round and encourages prospective students and their parents to visit. The best time to visit the College is during the academic year, when classes are in session and faculty members and students are available.

A personal interview with a member of the admissions staff is an opportunity to exchange information and to discuss the College's programs. To arrange a visit, contact us at 1-800-33-KEUKA (1-800-335-3852) or at *admissions@mail.keuka.edu*(.)

Adult Students

Keuka College has a strong commitment to those who wish to undertake full- or part-time studies as adult students. Adult students are defined as persons 25 years of age or older who have delayed their entrance to college or who have interrupted their studies for personal or professional reasons. If appropriate, adult students should submit with their application an official transcript from all previously attended colleges.

Readmission of Former Students

Students who have voluntarily and officially withdrawn from the College must notify the vice president for enrollment management in writing if they wish to re-enter Keuka. Information regarding academic work completed elsewhere must accompany the request.

Those who have been dismissed for academic or disciplinary reasons, or who have been involuntarily withdrawn for medical reasons, must request readmission in writing and must provide supporting information from appropriate academic authorities, employers, or other agencies. These requests must be submitted to the vice president for enrollment management and are forwarded to the Office of Academic Affairs for a decision.

Students who have withdrawn or have been suspended because of academic deficiencies but who have demonstrated personal and academic maturation may request to be readmitted under Keuka College's academic "fresh start" policy. Contact the registrar's office for further information.

International Student Admissions

Keuka welcomes applicants from foreign countries. International applicants for admission must submit to the admissions office:

- A complete application for admission;
- An official secondary school transcript(s) translated into English;
- The non-refundable application fee ($30 U.S. currency);
- In lieu of the SAT or ACT scores, official results of the Test of English as a Foreign Language (TOEFL); and
- A declaration of finance signed by the student's sponsor

Note: Once the declaration of finance and enrollment components have been submitted, an I-20 immigration form will be issued.

Information regarding dates and locations of the TOEFL examination may be obtained by writing to:

The Educational Testing Service
Box 899-TOEFL
Princeton, N.J. 08541

Credit by Examination

Under certain conditions, Keuka College grants credit toward graduation based on College Proficiency Examinations (CPE) administered by the New York State Department of Education, the College Level Examinations Program (CLEP) offered by the College Board, or the DANTES Subject Standardized Tests (DSSTs) offered by Service Members Opportunity Colleges (SMOC).

Credit is granted to students who meet the entrance requirements and who matriculate in a program leading to a degree. The granting of credit does not necessarily guarantee that all prerequisites for advanced study have been met. Students who have completed work in lower-level courses by examination are urged to consult with a departmental advisor before registering for advanced work in a subject.

A full-time student may be eligible to earn credits through any of the above-mentioned examinations upon approval of the registrar.

Advanced Placement (AP) Credit

Keuka College encourages prospective students in secondary schools to take the AP examinations sponsored by the College Entrance Examination Board. In most instances, students who receive AP scores of three, four, or five are awarded credit, which may be applied toward their degree requirements.

Additional information regarding admission to Keuka may be obtained by contacting our admissions office at:

Office of Admissions
Keuka College
Keuka Park, N.Y. 14478-9147
or by calling: 1-800-33-KEUKA
(1-800-335-3852)
or by e-mail:
admissions@mail.keuka.edu

2004–2005 COLLEGE COSTS

TUITION

	Per Semester	Per Year
FULL-TIME (12 or more credits)	$ 8,410	$16,820

A normal, full-time course load consists of no fewer than 12 and no more than 18 credits in any semester, excluding Field Period. Students are required to pay overload tuition charges when their course load exceeds 18 credits in a semester, 33 credits in an academic year excluding Field Period, or 36 credits in an academic year with Field Period.

TUITION, OTHER THAN FULL-TIME

(Per Semester Credit Hour)	
Part-time (up to 11 credits)	$560
Part-time, summer	$590
Overload Tuition (per credit)*	$450
Audit Tuition (space available)	$300
Occupational Therapy Level II Field Work/semester	$8,410

Course Fees in Addition to Tuition

There are a few courses that require additional charges to cover the specialized costs of providing these courses. These courses are:

Music*

MUS 130 Private Piano	$300/credit
MUS 131 Private Voice	$300/credit
MUS 399 Independent Study Private Music Lessons	$300/credit

Individualized Instruction

(surcharge per course)	$300/course

**Overload and course fees are nonrefundable after the second week of classes.*

ROOM AND BOARD

	Per Semester	Per Year
Room & Board	$3,895	$7,790
Upgrades:		
Room-Harrington Hall	$200	$400
Board-"Gold Option"	$100	$200
Commuter Meal Plan	$295	$590

Keuka College requires all traditional-aged students to live on campus. Some exceptions are made by the assistant dean of students. Students requiring special consideration in housing should consult with the director of housing and residence life, and students with special dietary needs should consult with the director of food service.

A variety of meal plans are available to students. Information about the specific cost and meal options are sent out during the summer months from the Office of Student Affairs. Students may change their meal plan selection during drop/add or the first two weeks of classes.

Students who reside in an underoccupied room will incur the following charges:

Single	$350/semester
Double Single	$700/semester
Triple Double	$350/semester/person
Quad Triple	$225/semester/person
Summer Session (Housing only)	$40/week
Field Period (Housing only)	$40/week
Security Deposit (New resident students only)	$100

In order to reserve a residence hall room for the academic year, a student must submit a room deposit. Student rooms are periodically inspected, and charges for damages appear on a student's monthly bill. If damage charges remain on a student's bill upon graduation, the security deposit is used to settle a student's account.

STUDENT ACTIVITIES FEE

	Per Semester	Per Year
Resident Students	$130	$260
Commuter Students (over 6 credit hours)	$65	$130

The student activities fee covers the expenditures of student organizations and is allocated by students, under the supervision of the dean of students, through a budget process.

MISCELLANEOUS FEES

New Student Orientation	
Freshman	$150
Transfer	$150
Application for Admissions	$30
Graduation[1]	$150
Late Registration	$100
ID Card Replacement	$10
Return Check Fee	$25
Keuka College Payment Plan Application Fees	
10-month plan	$60
Semester plan	$60
Parking Permit Sticker	
Resident Student	$35
Commuter Student	$35
Technology Fee (covers telephone, cable and internet access)	
Resident Student	$240
Commuter Student *(over six credit hours)*	$100
Computer Service[2]	
Wireless NIC[3]	$80
Adapter Card	$50-60
3Com NIC	$100
USB Adapter	$50
ISA/PCI Adapter	$30
PCMCIA-NIC	$27
PCI-NIC	$14
Field Period Late Registration Fee	$100
Transcript	$5
Credential File	$5
Student Accident Insurance *(mandatory for full–time)*	$45
Student Medical Insurance *(mandatory unless waiver form filed with the bursar's office by the end of drop/add period)*	$450
Telephone Access: Per minute	9.9¢
Malpractice Insurance *(mandatory for full–time, non-freshman nursing, social work, occupational therapy, psychology, medical technology, and education students)*	$35
Challenge Examination (per examination)	$60

Note: In addition to the aforementioned costs, students will incur expenses associated with their attendance at Keuka College. These include books, supplies, transportation, and other personal/miscellaneous expenses.

DEPOSITS

First time enrollment deposit:	
Freshman and transfer students	$200
Fall registration deposit for returning students:	
Full–time students	$150
Part–time students	$150
Fall residential students:	
Room deposits:	$150

[1] This fee is required for any student wishing to graduate and is not waived for students not participating in the formal graduation ceremonies.
[2] No charge for installation or purchase.
[3] One time purchase.

Additional Program Costs

In addition to costs reflected in the previous schedules, students enrolled in certain academic programs need to plan for additional costs as follows (2000-01 actual expenses are listed):

EDUCATION	
Liberal Arts and Sciences Test (LAST)	$70
Assessment of Teaching Skills (ATS-W)	70
Assessment of Teaching Skills (ATS-P)	140
Content Specialty Test (CST)	70
Certification Fee (per certification)	50
Finger Printing Fee	74
Praxis: Elementary Education (0014)	105
SOCIAL WORK	
Child Abuse Prevention Seminar	$30
NURSING	
Licensing Fees	$150-200
Hep B Vaccine	80
Lab Coat	25
Name Pin	15
Health Assessment Kit (NUR 300)	55
Apron (females)	30
Jacket (males)	30
Uniform	Variable
Malpractice Insurance	35
Annual ERI Program Fees	56
per semester for all juniors and seniors	
OCCUPATIONAL THERAPY	
Malpractice Insurance	$35
NBCOT fees	325 + 10 per extra state
NYS License fee	270
NYS temporary permit	70

DEADLINE STATEMENT

Enrollment deposits for new students are refundable until May 1 prior to the entering fall term.

Enrollment and room deposits for returning students are refundable until June 15. The bursar's office must be notified prior to this date for there to be a refund consideration.

PAYMENT SCHEDULE

Keuka is proud of its efforts to help make its education affordable to all who seek admission. The options available to parents and students to finance a part of their education with Keuka's assistance are numerous. In the cases of sponsorship (including a student's employer), the charges remain the student's individual responsibility until the College receives payment from the sponsor.

All charges are the student's responsibility. New and returning students are expected to forward their remittance or make other acceptable arrangements with the College's bursar by Aug. 1 for fall semester, and Jan. 1 for spring semester, or risk de-registration of classes. *

** As financial aid and payments are received, they will be applied as follows: tuition, mandatory fees (student activity fees, technology fees, accident/health insurance, etc.), room, board, and other fees (finance charges, parking violations, etc.).*

All checks should be made payable to Keuka College and sent to the remit address on the statement. Visa, MasterCard, and Discover charges are also accepted, as well as EFT (electronic funds transfer) payments. Students who are anticipating financial aid from the College's Office of Financial Aid may also be charged interest on the outstanding balance on their accounts if all required documentation has not been submitted to the satisfaction of the financial aid office.

Student status (i.e., full time/part time, 19 meal plan/16 meal plan, etc.)

will not be adjusted after the end of the drop/add period.

If a student leaves the College with an unpaid balance, payment arrangements must be made with the bursar. If the student fails to pay the College when promised payment is due, the outstanding principal and interest will be placed in collection. Students will be responsible for all collection or litigation costs related to the collection of their accounts. Amounts remaining in collections that are determined uncollectible are subject to taxation and are considered income to the student. Keuka College has the option to file a 1099-C with the IRS for accounts that are not settled.

Registration and room deposits for the fall semester are due each spring semester before fall pre-registration. These deposits must be paid prior to registration or room assignments. Students will not be allowed to register or be housed until deposits are paid. These deposits are refundable until June 15. Invoices are mailed monthly to the student's permanent address as provided by the student. All charges are due upon receipt of the College's statement. Charges remaining on the student's account for more than 30 days beyond the charges' individual due dates will accrue interest at the rate of one percent per month.

The College reserves the right to disallow class attendance and withhold meal plans, grades, transcripts, or diplomas if financial obligations are not met when due.

MONTHLY PAYMENT PLANS

Convenient alternatives to paying College costs by the semester are offered to qualifying students and parents. These plans allow for the payment of charges (or portions of charges) on a monthly or semester basis and are paid to Keuka College.

10-Month Payment Plan:
Application Fee = $60
Formula:
(Total Annual Costs-Financial Aid*) ÷ 10 = Monthly Payment

Payments are due on the first of each month. This plan starts July 1 prior to the academic year and ends on April 1 of that academic year.

Semester Payment Plan:
Application Fee = $60
Formula:
(Total Semester Costs-Financial Aid*) ÷ 2 = Initial Payment due on Aug. 1

(Total Semester Costs-Financial Aid* - Initial Payment) ÷ 3 = Remaining 3 Monthly Payments

The initial payment is due on Aug. 1, prior to the semester start for fall and Jan. 1 for spring. The initial payment is followed by three equal payments due Sept. 1 - Nov. 1 for fall and Feb. 1 - April 1 for spring.

*Does not include work study award because it is an earned credit.

REFUND POLICY

Keuka College's refund policy for a student who withdraws, drops out, takes an approved leave of absence, or otherwise fails to complete the program on or

after the student's first day of class of the enrollment period for which the student was charged, is dictated by federal rules and regulations. The withdrawal process is initiated by the student by completing appropriate forms available in the registrar's office. A withdrawal is considered effective on the date specified by the student or the date the student notifies the associate vice president for academic affairs, whichever is later. In the case of an approved leave of absence, or in the case of a student who fails to follow proper procedure in notifying the College, the withdrawal is considered effective the last recorded date of attendance, as determined by the registrar.

An orderly withdrawal is essential for the College to provide any refund due to a student as described below. A student is liable for any amounts still owed the College upon withdrawal, and should settle the account before leaving campus. Failure to properly close the account before leaving the College may delay any request for academic credentials.

REFUND CALCULATION

A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date he or she ceases attendance. The amount of Title IV assistance earned is based on the amount of time the student spent in academic attendance. Up through the 60 percent point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60 percent point in the payment period or period of enrollment, a student has earned 100 percent of the Title IV funds.

ORDER OF RETURN OF TITLE IV FUNDS

In accordance with regulations, a school must return Title IV funds to the programs from which a student received aid during the payment period or period of enrollment as applicable, in the following order; up to the net amount disbursed from each source:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Unsubsidized Direct Stafford Loan
- Subsidized Direct Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Direct PLUS Loan
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Other assistance under this Title for which a return of funds is required
- Other federal, state, private, or institutional sources of aid
- The student

FINANCIAL ASSISTANCE

The underlying philosophy of financial assistance is that no student should be denied access to a college education solely on the basis of economic constraints. At Keuka College, we adhere to this belief, and for over 100 years have helped students afford the quality education at Keuka.

Keuka College participates in a number of federal and state financial aid programs. Financial aid is made available through the generosity of alumni and friends of the College.

All financial aid programs can be divided into four categories:

1. **GRANTS**—These financial aid programs are gift-type aid not requiring repayment.
2. **SCHOLARSHIPS**—These are also gifts of aid awarded in recognition of academic ability. Some also may have special requirements such as a major or class year in school.
3. **EMPLOYMENT**—Part–time employment is available within the College to help students with their educational expenses.
4. **LOANS**—Loans are awarded to students with the agreement that they will be repaid.

The Application Process

The process begins with two applications:

1. Free Application for Federal Student Aid (FAFSA) or renewal FAFSA.
2. New York State Tuition Assistance Application (generated from the FAFSA for NYS residents).

Please note that although not required, Keuka College will accept the College Board Profile form.

These applications are available at high school guidance offices and/or Keuka's financial aid office. These forms should be mailed to the appropriate processor as soon as possible after (not before) Jan. 1. In order to be considered for the greatest amount of assistance, it is recommended the student mails these applications by March 1. Please note that the filing deadline for Keuka College is April 14.

The FAFSA is processed by the Central Processor, who in turn sends the student a Student Aid Report (SAR) which explains eligibility for federal financial aid. The student must then submit the SAR to the financial aid office upon receipt. That information is used, along with the NYS Tuition Assistance Application to determine how much financial assistance the student may be eligible to receive. Keuka then sends a "financial aid package" stating the sources, types, and amounts of assistance available to help the student afford a Keuka education.

Major Financial Assistance Sources

The following are the known sources of financial aid available to students who enroll at Keuka. The recommended filing date for federal, state, and institutional sources of financial aid is March 1 or earlier.

FEDERAL PROGRAMS

Following is a list of federal financial assistance programs for which students enrolled at Keuka College may qualify. Unless otherwise indicated, students apply by submitting a Free Application for Federal Student Aid (FAFSA). Aid from most of the federal programs described herein is awarded on the basis of "financial need." When a student completes the FAFSA, the information reported is used in a formula (established by the U.S. Congress) that calculates an Expected Family Contribution (EFC), an amount a family is expected to contribute toward the student's education. The EFC is subtracted from the cost of attending Keuka College to determine a student's financial need.

After all eligibility requirements have been met (see Terms and Conditions for Receiving Financial Aid starting on page 28), unless otherwise indicated, funds are credited (one payment/semester/term) to the student's account. Additional information and criteria specific to each program are listed below.

FEDERAL PELL GRANT PROGRAM

This federally sponsored, need-based grant program is for enrolled undergraduate students who have not earned a bachelor's or professional degree.

Application: Free Application for Federal Student Aid.
Amount: Up to $4,050, dependent upon EFC, cost of attendance, enrollment status (full-time, part-time, one semester, two semesters, etc.), and federal appropriations.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

This federally sponsored grant program is for undergraduate students enrolled at least half-time who have not earned a bachelor's or professional degree. The student must demonstrate exceptional financial need. Priority is given to Federal Pell Grant recipients.
Application: Free Application for Federal Student Aid.
Amount: $100-$4,000, dependent upon federal appropriations. Limited funds available.

FEDERAL PERKINS LOAN

This federally sponsored, low-interest (5 percent) loan program (which must be repaid) is for undergraduate students enrolled at least half-time who demonstrate exceptional financial need. Interest accrual and repayment begins nine months after the student graduates, leaves school, or drops below half-time status.
Application: Free Application for Federal Student Aid.
Amount: Up to $4,000, dependent upon federal appropriations and Keuka's funding level. Limited funds available.

FEDERAL COLLEGE WORK STUDY

This federally sponsored, need-based part-time employment opportunity is for students enrolled at least half-time. Students are paid (minimum wage) bi-weekly for hours worked.
Application: Free Application for Federal Student Aid.
Amount: Variable (typically $500-$1,800), depending upon course load, need, and available funds.

The five loans that follow are Federal Family Education Loans.

FEDERAL SUBSIDIZED STAFFORD LOAN

This federally-sponsored, need-based loan program (which must be repaid) is for students enrolled at least half-time. The interest rate is variable and changes annually with a cap of 8.25 percent. The federal government pays interest while the student is in school and until repayment begins. The lender sends the loan proceeds to Keuka in two payments by Electronic Funds Transfer (EFT). An origination fee of up to 4 percent is deducted proportionately from each disbursement. Repayment begins six months after the student graduates, leaves school, or drops below half-time enrollment. (Students who received their first Federal Stafford Loan after 7/1/93 have the option of repaying the loan using a fixed, graduated, or income-sensitive repayment plan, but are required to repay the loan within 10 years.)
Application: Free Application for Federal Student Aid.
Amount: Freshmen up to $2,625;* sophomores up to $3,500;* juniors and seniors up to $5,500.*
** For periods of study that are less than an academic year, the maximum amounts are less than those listed above. Contact the financial aid office for further information.*

FEDERAL UNSUBSIDIZED STAFFORD LOAN

This federally sponsored loan program is for students enrolled at least half-time. Terms are the same as described above for Subsidized Stafford Loan except that: (1.) unsubsidized loans are not based on need; and (2.) students must either pay the interest while in school or capitalize the interest (which is added to the principal to be repaid).
Application: Free Application for Federal Student Aid.
Amount: Same as Federal Subsidized Stafford Loan.
Interest Rate: Same as Federal Subsidized Stafford Loan; however, the student is responsible for either capitalizing or paying interest while in school.

ADDITIONAL FEDERAL UNSUBSIDIZED STAFFORD LOAN FOR INDEPENDENT STUDENTS

Independent undergraduate or dependent students whose parents are unable to get a Federal PLUS loan (see below) may borrow additional funds under this program. Terms are the same as described above under the Federal Unsubsidized Stafford Loan program.
Amount: Freshmen up to $4,000 (in addition to $2,625 Subsidized Stafford); sophomores up to $4,000 (in addition to $3,500 Subsidized Stafford); juniors and seniors up to $5,000 (in addition to $5,500 Subsidized Stafford).

FEDERAL PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

This federal loan program is for creditworthy parents of dependent, undergraduate students who enroll at least half-time, regardless of need. The interest rate is variable and changes annually with a cap of 9 percent. Repayment begins 60 days after the final loan disbursement. The loan proceeds are sent to Keuka by the lender in at least two installments. An origination fee of up to 4 percent is deducted proportionately from each disbursement.
Amount: The yearly limit is equal to the student's cost of attendance minus any other financial aid received.

FFEL CONSOLIDATION LOAN

The Federal Family Education Loan (FFEL) is designed to help student and parent borrowers consolidate several types of federal loans with various repayment schedules into one loan (with one payment). The interest rate is a weighted average of the original interest rates of the loans being consolidated. These loans are available from participating lenders.

FEDERAL AID TO NATIVE AMERICANS

This federal grant program is for full-time students working toward a degree who are enrolled members of a federally recognized Indian tribe or Alaska native, or one-quarter degree Indian blood descendent of a member of a federally recognized Indian tribe.
Application: Free Application for Federal Student Aid, and New York State TAP Application; must file annually with the Bureau of Indian Affairs/ Education, South & Eastern States Agency, MS2559-MIB, 1849 C Street, NW, Washington, D.C. 20240, phone: (202) 219-2342. The deadline for 2004-2005 is June 15, 2004.
Maximum Annual Award: Varies according to need and availability of funds.

VETERANS ADMINISTRATION EDUCATIONAL BENEFITS

This federal grant program is for eligible veterans and children of deceased veterans or service-connected disabled veterans. Applicants must provide verification of enrollment and any other documents required by the Veterans Administration (VA). Submit an application and a copy of DD-214 to the financial aid office. Benefits are paid monthly in accordance with VA regulations.
Application: Contact any regional Veterans Administration Office, or call 1-800-827-1000.
Maximum Annual Award: Varies.

NEW YORK STATE PROGRAMS

The following is a list of New York State programs for which students enrolled at Keuka may qualify. Unless indicated, students apply by submitting a FAFSA (or renewal FAFSA) and a New York State Electronic TAP Application. Generally, after all eligibility requirements have been met, funds are credited (one payment per semester per term) to the student's account. Additional information and criteria specific to each program are listed below.

NYS TUITION ASSISTANCE PROGRAM (TAP)

This entitlement program is based on New York state net taxable income for New York state residents attending college full-time in New York state.
Maximum Annual Award: $4,125 for dependent or independent students who are married or have tax dependents and are first-time recipients of TAP in the 1994-1995 through 1999-2000 school years. $5,000 maximum award for first-time recipients in the 2000-2001 school year and thereafter. $3,025 is available for independent students who are single and without dependents. Other maximums may apply depending on when a student first received TAP.

NYS AID FOR PART-TIME STUDY PROGRAM (APTS)

This grant program is for New York state residents enrolled for 3-11 credits per semester, with awards based on New York State net taxable income.
Application: In addition to FAFSA, submit Aid for Part-Time Study Application. Contact Keuka's financial aid office for an application.
Maximum Annual Award: Varies - limited funding available.

REGENTS PROFESSIONAL OPPORTUNITY SCHOLARSHIP

A scholarship program for certain approved professional programs for U.S. citizens or eligible non-citizens and permanent New York State residents. Must be enrolled full-time (matriculated) in an approved program of study in New York state. Must agree to practice for one year in chosen profession in New York State for each annual payment received. Students must demonstrate good academic standing and meet College guidelines for academic progress.
Application: Contact the NYS Education Department, Scholarship Unit, Education Building Annex, Room 1078, Albany, N.Y. 12234 or call (518) 486-1319. Applications must be submitted each year. Deadline for 2004-2005 is May 1, 2005.
Maximum Annual Award: $1,000 to $1,500 per year for up to four years, or five years in certain programs. TAP and some other benefits may supplement this award.

NYS AID TO NATIVE AMERICANS

This grant program is for students providing documentation as a member on the official tribe or as a child of a member. Awards are available for two-, four-, or five-year programs. Deadline for summer 2004 is May 20, 2004, fall 2004 is July 15, 2004. Deadline for spring 2005 is Dec. 31, 2004.
Application: For an application write: Native American Education Unit, New York State Education Department, Education Building Annex, Room 374, Albany, N.Y. 12234, or call (518) 474-0537.
Maximum Annual Award: $1000 for 12 or more credits per semester. Pro-rated amounts are available for students taking less than 12 credits at $85 per credit, students must re-apply for each semester.

VIETNAM VETERANS TUITION AWARDS (VVTA) and PERSIAN GULF VETERANS TUITION AWARD PROGRAM

This program is for undergraduates meeting New York State residency requirements who served in the armed forces in Indochina between December

1961 and May 1975 and meet other eligibility requirements. Persian Gulf veterans who served in hostilities beginning Aug. 2, 1990 may also be eligible. Students must demonstrate good academic standing and meet the College's guidelines for pursuit of the program.
Application: In addition to the FAFSA, and the New York State TAP Application, students must complete a VVTA or PGVTA Award Supplement available from the New York State Higher Education Service Corporation (NYSHESC) at (518) 473-7087.
Maximum Annual Award: $1,000 per semester for full-time study, $500 per semester for part-time study.
Veterans: Keuka College is approved by the New York State Department of Education for the training of veterans and other eligible persons.

REGENTS AWARDS FOR CHILD OF VETERAN, CHILD OF CORRECTION OFFICER

This program is for children of veterans who are deceased, 40 percent or more disabled, a former prisoner of war or missing in action as a result of service during certain specified conflicts, or who died as a result of injuries sustained in the line of duty. Students must be New York state residents, study full-time, and be matriculated at a college in New York State.
Application: In addition to the FAFSA and a New York State TAP Application, students must complete a CV (Child of a Veteran) or a CO (Correction Officer) Award Supplement, available on request from NYSHESC at (518) 473-7087. Deadline for 2004-2005 is May 1, 2005.
Maximum Annual Award: $450 per year for up to four years, or five years in certain programs.

VOLUNTEER RECRUITMENT SERVICE SCHOLARSHIP

This program is for volunteer firefighters and ambulance personnel who are New York state residents for one year and are enrolled in an approved undergraduate program for at least six credits and have a high school diploma or GED. Deadline for 2004-2005 is August 2004.
Application: FAFSA and NYS TAP application.
Maximum Annual Award: Up to $3,400

NEW YORK STATE LEADERS OF TOMORROW SCHOLARSHIP

A New York state scholarship awarded to U.S. citizens who are a graduate of a New York state high school. The student must have maintained a B average for seven semesters of high school and must demonstrate leadership skills. Must attend a New York state college full time and maintain a B average, and will be selected by each high school principal (he/she will recommend two seniors). Deadline for 2004-2005 is March 19, 2004.
Maximum Annual Award: Total of $4,000 payable in increments of $1,000 per year.

ROBERT C. BYRD HONORS SCHOLARSHIP

This program is for U.S. citizens and permanent New York State residents attending a college in the U.S. Applicants must demonstrate outstanding academic achievement and show promise of continued academic achievement. These scholarships are based on SAT or ACT scores and grade point average.
Application: Available in high school guidance offices. Applications must be

submitted each year. Deadline for 2004-2005 is March 1, 2005.
Maximum Annual Award: $1,500
Renewable for up to four years; contingent upon federal funding.

KEUKA COLLEGE PROGRAMS

Students apply for Keuka College financial assistance by completing a FAFSA (or renewal FAFSA), and a NYS TAP Application (for New York state residents). After all eligibility requirements have been met, funds are credited (one payment per semester per term, unless otherwise indicated) to the student's account. Additional application information and criteria specific to each program are listed below. All Keuka College scholarships are based on full-time status.

BOARD OF TRUSTEES SCHOLARSHIP

Competitive scholarship program based on academic achievement, SAT or ACT scores and leadership involvement, usually in the top 1/3 of their class. Scholarships are renewable for up to four years of undergraduate study. Recipients must be full time and are required to maintain a 3.0 grade point average and reside in on-campus housing for renewal. Scholarship is not based on financial need. Available to entering freshmen beginning 2003-2004.
Maximum Annual Award: $7,500-full tuition

GEORGE H. BALL ACHIEVEMENT AWARD

Offered to high school seniors with solid academic records and involvement in co-curricular activities/programs. Scholarships are renewable for up to four years of undergraduate study as long as the student maintains full time status, maintains satisfactory progress and continues to reside in on-campus housing. Available to entering freshmen beginning 2004-2005.
Maximum Annual Award: $6,000-$12,000

KEUKA 911 SERVICE SCHOLARSHIP

For recipients of the World Trade Center Memorial Scholarship, the portion of tuition, room and board not covered by that scholarship or other grants will be covered by the 911 Service Scholarship. For application information on the World Trade Center Scholarship, go to *www.hesc.com* to print an application, or call 1-800-NYS-HESC. Recipients must be full-time undergraduate students who are matriculated in an approved program in New York state.

INTERNATIONAL SCHOLARSHIP

Scholarship may be awarded to international students accepted to the College that are not eligible to apply for federal or state aid. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.5 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: varies
Awards available to new students & are upperclass renewal awards.

AMERICAN BAPTIST SCHOLARSHIP

Scholarships awarded to students that are members of an American Baptist Church. Students must submit a recommendation letter from the pastor of their church. Renewable for up to four years

of undergraduate study. Recipients must be full time, maintain a minimum 2.5 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship. Recipients not eligible for other merit awards.
Maximum Annual Award: $6,000
Awards available to new students & are upperclass renewal awards.

KEUKA HERITAGE AWARD

Scholarships awarded to children and grandchildren of Keuka alumni. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $3,000
Awards available to new students & are upperclass renewal awards.

KEUKA FAMILY AWARD

Scholarships awarded to members of the same immediate family attending Keuka at the same time (both must be attending full-time). Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: up to $3,000
Awards available to new students & are upperclass renewal awards.

KEUKA TRADITION AWARD

Scholarships awarded to students that are a relative of a Keuka alumni and not eligible for a Heritage Award. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.0 GPA and reside in on-campus housing to receive the full amount of the scholarship each year.
Maximum Annual Award: $1,000
Awards available to new students & are upperclass renewal awards.

KEUKA TRANSFER SCHOLARSHIP

Scholarships available to transfer students. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: up to $7,000
Awards available to new students & are upperclass renewal awards.

KEUKA GRANT

Grant given to students who have demonstrated financial need. Recipients must be full time, maintain a 2.0 GPA, reside in on-campus housing and continue to demonstrate financial need to receive the full amount of the scholarship.
Maximum Annual Award: up to full tuition
Awards available to new students & are upperclass renewal awards.

KEUKA RESIDENCY GRANT

Grant given to students demonstrating financial need that reside in on-campus housing. Students must maintain a 2.0 GPA and be at full-time status to continue to receive the full value of this award.
Maximum Annual Award: $1,000
Awards available to new students & are upperclass renewal awards.

KEUKA COLLEGE SCHOLARSHIP

This is a scholarship for students who are strong academically and do not

demonstrate financial need. Students must be full time, maintain a 2.0 gpa and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: varies
Awards available to new students & are upperclass renewal awards.

KEUKA WORK STUDY

Part-time employment opportunities on campus for students not demonstrating financial eligibility for federal work study are available.
Maximum Annual Award: $1,800.
Awards available to new students & are upperclass renewal awards.

NEW YORK STATE TEACHERS SCHOLARSHIP

Scholarship based on academic achievement and community involvement. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 3.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: full tuition
Renewal award only. Not available to new students.

NEW YORK STATE TEACHERS GRANT

Grant available to students nominated by the New York State Teachers Scholarship Program that are not selected as a finalist. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a minimum 2.0 GPA and reside in on-campus housing to receive the full amount of the scholarship.
Maximum Annual Award: $1,000
Renewal award only. Not available to new students.

"PAY IT FORWARD" SERVICE SCHOLARSHIP

Scholarship awarded based on volunteer and service activities. Recipients are required to maintain a 2.5 GPA, participate in at least two student organizations, and reside in on-campus housing to receive the full amount of the scholarship. Scholarships are renewable for up to four years of undergraduate study.
Maximum Annual Award: full tuition
Renewal award only. Not available to new students.

COMMUNITY SERVICE GRANT

Grants available to students who were candidates for the "Pay it Forward" Service Scholarship, but were not selected as a finalist. Renewable for up to four years of undergraduate study. Recipients must be full-time, maintain a 2.0 GPA, and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $1,000
Renewal award only. Not available to new students.

LEADERSHIP SCHOLARSHIP

Scholarships awarded based on exemplary leadership potential within their school and community. Scholarship not based on financial need. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a minimum 2.5 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: up to full tuition
Renewal award only. Not available to new students.

PRESIDENTIAL SCHOLARSHIP

Scholarship awarded to finalists of the New York State Teachers Scholarship, and the "Pay it Forward" Service

Scholarship Programs that did not receive a full-tuition scholarship. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain a 2.5 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $6,000
Renewal award only. Not available to new students.

DEANS SCHOLARSHIP

For those students who surpass the qualifications for the G.O.A.L.S. Scholarship, but do not meet those of the Presidential Scholarship. Students must be full time, maintain a 3.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: between half-tuition and full-tuition.
Renewal award only. Not available to new students.

G.O.A.L.S. SCHOLARSHIP

The G.O.A.L.S. (Giving you the Opportunity to Achieve, Learn, and Succeed) Scholarship. Students must be full time, maintain a 2.0 grade point average and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: Up to half tuition.
Renewal award only. Not available to new students.

KEUKA PRESIDENTIAL SCHOLARSHIP

Scholarships are available for valedictorians, salutatorians, and/or those in the top 5 percent of their high school graduating class. Recipients must serve one hour per week to campus service. A 3.25 GPA is required for current students, 3.0 for students who were finalists of full tuition scholarships. Students must be full time and reside in on-campus housing to receive the full amount of the scholarship. Renewable for up to four years of undergraduate study.
Maximum Annual Award: Up to full tuition.
Renewal award only. Not available to new students.

KEUKA OPPORTUNITY LOAN

This Keuka sponsored, low-interest (5 percent) loan program (which must be repaid), is for students who have demonstrated financial need. Interest accrual and repayment begins six months after the student graduates, leaves school, or drops below half-time status. Available to full-time students only.
Application: Free Application for Federal Student Aid. Award renewable for up to four years of undergraduate study contingent upon financial need and funding availability.
Maximum Annual Award: Up to $2,000.
Renewal award only. Not available to new students.

KEUKA LEADERS SCHOLARSHIP

This is a scholarship for students demonstrating superior leadership qualities. Students compete in an on-campus competition. Students must be full time, maintain a 2.8 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $3,500.
Renewal award only. Not available to new students.

KEUKA ACADEMIC ACHIEVEMENT AWARD

Awards require achievement of 1030 SATs and/or 22 ACTs composite and a B cumulative high school average. Apply for admission by Jan. 15. Students must be full time, maintain a 2.8 GPA and reside in on-campus housing to con-

tinue to receive the full amount of the scholarship.
Maximum Annual Award: $2,500.
Renewal award only. Not available to new students.

KEUKA SMALL SCHOOLS SCHOLARSHIP

A rank in the top third of a graduating class of 150 or fewer. Students must be full time, maintain a 2.8 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: Up to $1,500.
Renewal award only. Not available to new students.

KEUKA HOSPITALITY SCHOLARSHIP

This scholarship is for hospitality management majors based on academic merit. Students must be full time, maintain satisfactory academic progress and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $2,000.
Renewal award only. Not available to new students.

KEUKA PROVEN PERFORMANCE SCHOLARSHIP

This is awarded to transfer students with associate degrees, a 3.0 GPA, and applying for admission by June 15. Students must be full time, maintain a 3.0 GPA and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $2,500.
Renewal award only. Not available to new students.

KEUKA FOUNDER'S AWARD

This award is designed to recognize students possessing characteristics inherent to the College's mission. Applicants must demonstrate academic potential and involvement in extracurricular, co-curricular, and community service activities. Students must be full time, maintain satisfactory academic progress and reside in on-campus housing to continue to receive the full value of the scholarship.
Maximum Annual Award: Up to $2,000.
Renewal award only. Not available to new students.

KEUKA CHURCH GRANT

This grant is awarded to students providing a letter of recommendation from a member of the clergy. Students must be full time, maintain satisfactory academic progress and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $500.
Renewal award only. Not available to new students.

KEUKA COMMITMENT GRANT

Applicants must be full time and demonstrate financial eligibility through the application process. Students must also reside in on-campus housing and maintain satisfactory academic progress to continue to receive the full value of the scholarship.
Maximum Annual Award: varies.
Renewal award only. Not available to new students.

NAMED/ENDOWED SCHOLARSHIPS AND PRIZES

These specially funded scholarships are awarded through the support of alumni and friends.

George Alden Trust Scholarship
American Baptist Church Scholarships
Mabel Archbold Scholarship
Katherine Gillette Blyley Scholarship
Fay Audra Brethen '55 Scholarship
Judith Oliver Brown '63 Scholarship

Class of 1937 Minority Scholarship
Class of 1939 Scholarship
Class of 1946 Field Period Scholarship
Class of 1948 Scholarship
Class of 1952 Memorial Field Period Scholarship
Class of 1953 Living Memorial Scholarship
Class of 1954 Memorial Scholarship
Class of 1955 Memorial Scholarship
Class of 1959 Living Memorial Endowment Fund
Elizabeth Coker Scholarship
Marcia Clark Cooley ’28 Award
Luella Walker Corbit ’37 Scholarship
Hugh E. Cumming Scholarship
Davison Family Scholarship
Judge Frederick Dugan Scholarship
Florence Eels Keuka Circle Fellowship
Edith Louise Estey Memorial Field Period Scholarship
Estey-Judd Memorial Scholarship
Dr. Lydia Gambrell Scholarship
Clarence Joseph Gannon Scholarship
Marion Goodwin ’30 Keuka Circle Scholarship
Elizabeth Marshall Gordon ’49 Scholarship
Eleanor Roth Hathaway Scholarship
William Randolph Hearst Scholarship
Lucretia Davis Jephson Scholarship
Keuka College Alumni Association Scholarship
Keuka College Golf Classic Scholarship
Stuart Komer Family Scholarship
Dorothy Wheeler Krum Scholarship
Barbara Lewis ’53 Memorial Award
Gloria Stroud Long ’48 Memorial
Dr. Aileen and Dr. F. Marion Lougee Scholarships
Lynn Family Scholarships
Virginia Pearson MacKenzie ’34 Memorial Scholarship
Marva Davis Mapp ’44 Endowment
Doris Ackley Mattison ’47 Keuka Circle Scholarship
Anne Graham ’68 Munson Memorial Scholarship
New York State Federation of Home Bureaus Bertha Purdy Canuteson Scholarship
New York State Federation of Home Bureaus/Yates County Home Bureau Scholarship
Elizabeth A. Nussey Nursing Award
Betty Jane Ackerson Ogg ’46 Keuka Circle Scholarship
Osborn Memorial Scholarship
Imogene Bauer Pais ’38 Scholarship
Panarites Sisters Scholarship
Parkin/Ashforth Scholarship
Madge Phillips ’47 Scholarship
Stephanie Lynn Pierce ’90 Leadership Award
Margaret C. Pratt ’32 Keuka Circle Fellowship
Presbyterian Women’s Scholarship
Alissa Putnam ’00/Michael Wiley ’00 Scholarship
Rosalie & R. William Rose Memorial Scholarship
Russo ’69 & Swem ’98 Community Service Scholarship
Wilbur E. and Esther Saunders Scholarship
Elizabeth Schiefer ’41 Scholarship
Dorothy Schrell ’42 Nursing Scholarship
Doris B. Scott Memorial Scholarship
Herbert and Florence M. Smith Memorial Scholarship

Z. A. Space Memorial Scholarship
Byron Spence Memorial Scholarship
Barbara Robisch '51 Squattrito Memorial
Viola Titus Endowment
Charles & Betty Watson Wallis Memorial Scholarship
Michael Weiss Field Period Grant
Michael A. Wiley '00 Scholarship
Mary Simpson Young '28 Memorial Keuka Circle Scholarship

Terms and Conditions for Receiving Financial Aid

1) To receive federal, state, and institutional financial aid a student must:
   A. Be a United States citizen or eligible non-citizen.
   B. Be enrolled in an approved program of study.
   C. Not be in default on any federal education loan.
   D. Not owe a refund on any federal grant.
   E. Be registered with the Selective Service, if required.
   F. Use all funds received solely for educational costs attributed to a student's attendance at Keuka College.
   G. Maintain satisfactory academic progress as defined by the College and displayed in the *Keuka College Record.*

2) Decisions on admission of an applicant are based on criteria entirely separate from financial aid considerations.

3) Final decisions concerning a student's financial aid are dependent upon acceptance and enrollment in the College.

4) If the student is a first-time borrower at Keuka College under the Federal Stafford programs, the student must complete entrance counseling before loan proceeds may be credited to the account.

5) If a student is transferring to Keuka, the financial aid office must have a financial aid transcript from each college attended (regardless of whether the student received financial aid) prior to receiving any federal funds.

6) If the student has been selected for verification, the student has 30 days from the day Keuka College requests information to complete the process. Federal funds will not be disbursed until this process has been concluded.

7) If the student withdraws before the end of the academic term for which these awards are intended, federal regulations require the student to repay any federal funds received that cannot be reasonably attributed as expenses at Keuka.

8) The aid offer assumes the student will attend full-time. If attending part-time, or if the student drops below full-time attendance before the drop/add period ends, the financial aid office must be notified immediately so financial aid may be adjusted. Certain programs require full-time attendance; others may be pro-rated based on part-time attendance.

9) A student's financial aid eligibility assumes the living arrangement (i.e., on-campus, with parents, etc.) indicated on the Free Application for Federal Student

Aid. If a student's living arrangements change at any time during the academic year, the financial aid office must be notified so an adjustment can be made.

10) If a student is receiving financial aid (other than campus employment) which exceeds the costs reflected on the student account in a given semester, the student may be entitled to a refund. Keuka does not process requests for refunds until the drop/add period has concluded. Additionally, depending upon the specific funds involved, refunds may be disbursed in monthly allotments.

11) If a student is receiving financial aid that is not reflected in the award, it is the student's responsibility to notify the financial aid office immediately. Federal regulations require Keuka to consider all resources available to a student. The financial aid eligibility will be recalculated accordingly.

12) Student financial aid is awarded on an annual basis. A student must reapply (using the appropriate applications) and fulfill all eligibility requirements each year. Additionally, adherence to all stated deadlines is imperative. Funds may be unavailable for applications filed late.

13) If the student's or the student's family's financial situation has changed since completion of the FAFSA, the student should describe in detail those circumstances in writing to the financial aid office by submitting a Financial Aid Appeal form, available in the financial aid office. Keuka College may be able to re-evaluate the student's eligibility for assistance.

14) An offer of financial aid is contingent upon receipt of funding from federal, state, and institutional sources. In the event funding from federal or state sources is decreased, Keuka assumes no responsibility to provide alternative funding.

KEUKA COLLEGE REINSTATEMENT OF AID POLICY

Federal and Institutional Aid

Students receiving federal and/or Keuka College aid must maintain satisfactory progress as defined by the College in the *Record*.

If students are suspended from the College (unless they successfully appeal the decision), they are no longer considered to be making satisfactory progress. These students are not eligible to receive financial aid from federal or institutional sources. (This includes students on suspension who have been given approval by the academic dean to continue enrollment.)

Students who have been suspended must apply to the Academic Review Board through the Office of the Assistant Academic Dean for reinstatement.

To be reinstated, students must demonstrate their capability and readiness to successfully pursue college-level work by providing/accomplishing the following:

1) Letters of recommendation from two faculty members at Keuka College; and/or
2) Removal of academic deficiencies; or
3) A year of successful study, with a full course load, at another accredited institution.

NEW YORK STATE AID ELIGIBILITY REQUIREMENTS

For state financial aid purposes, "full-time" is defined as being enrolled for 12 or more credits during each fall semester and each spring semester. Three credits from January or summer Field Period do not influence the fall or spring credit hours. Students who fail to enroll as stated above forfeit their New York State TAP awards and face a possible reduction in other federal, state, and institutional awards.

In addition, students must maintain "satisfactory academic progress" to remain eligible for financial aid. Loss of good academic standing means that a student has failed to meet the standards outlined on page 32 and as approved by the Commissioner of Education. The academic records of financial aid recipients are reviewed at the end of the fall and spring semesters to verify compliance with these standards. Please read and be familiar with this chart.

To receive New York State Aid (Aid for Part-Time Study [APTS], Child of Veteran Award [CV], Vietnam Veterans Tuition Award [VVTA], Regents College Scholarship [RNS], Empire State Mathematics and Science Teacher Scholarship [ESMSTS], Tuition Assistance Program [TAP], etc.), a student must pursue a program and maintain satisfactory progress as defined by the New York State Commissioner of Education.

These standards, set by the commissioner, are as follows: "...institutions should be guided by the knowledge that the commissioner will not approve a standard which allows a student more than ten (10) semesters...to accumulate 120 credits, with a grade point average of 2.0, in a typical baccalaureate degree program."

The requirements of this policy follow:

A. *Program Pursuit:*

The regulations define Program Pursuit as receiving a passing or failing grade in a certain percentage of a full-time course load (for TAP), as follows:

1st year— Must pass or fail 50 percent of full-time course load;
2nd year— Must pass or fail 75 percent of full-time course load;
3rd year— Must pass or fail 100 per cent of full-time course load;
4th year— Must pass or fail 100 per cent of full-time course load.

A passing or failing grade is defined as the grades A through F or any grade that indicates that the student:

1) Attended the course for the entire semester or payment period; and
2) Completed all the necessary requirements.

-An S for a remedial student would be acceptable.
-A grade of W would not count toward Program Pursuit.
-A grade of Incomplete would be acceptable only if it is automatically changed to a standard passing or failing grade before completion of the next term of study.

B. *Academic Progress:*

The Academic Progress part of this policy, as defined by the commissioner, must include:

1) The minimum number of credits earned, or courses successfully

completed at each interval; and
2) The minimum cumulative GPA or similar measure at each interval.

Note: Keuka College certifies a student's eligibility for TAP and APTS before each payment (in other words, each semester); therefore, the above must be checked and standards developed for each semester.

The policy must include treatment of transfer, full-time (for students receiving TAP), and part-time (for students receiving APTS) students.

Note: The federal and New York state financial aid funds listed in this section could be reduced or withdrawn based on the approval of proposals in the federal and New York state budgets.

New York State Aid Eligibility Requirements *

Before being certified for this payment	*First*	*Second*	*Third*	*Fourth*	*Fifth*	*Sixth*	*Seventh*	*Eighth*	*Ninth*	*Tenth*	*Eleventh**
A student must have accrued this many credits:	*0*	*6.0*	*12.0*	*21.0*	*33.0*	*45.0*	*60.0*	*75.0*	*90.0*	*105.0*	*120.0*
With at least this grade point average:	*0.00*	*0.80*	*1.50*	*1.80*	*2.00*	*2.00*	*2.00*	*2.00*	*2.00*	*2.00*	*2.00*

** This applies to full-time attendance (12.0 or more credit hours). Students attending half-time (6, 7, or 8 credit hours) are expected to meet 50 percent of the above standards for minimum credits earned. Students attending three-quarters time (9, 10, or 11 credit hours) are expected to meet 75 percent of the above standards for minimum credits earned. Students receiving funding under the Higher Education Opportunity Program should contact the Registrar's Office for his/her standards of academic progress.*

STUDENT LIFE

The Division of Student Affairs works collaboratively with the academic faculty to facilitate the intellectual development of Keuka College students. Division staff are committed to creating a campus and residential environment that promotes student academic success.

In keeping with an institutional commitment to experiential education, the Division also promotes students' intellectual, professional, social, and personal development through participation in structured out-of-class activities. Student Affairs staff help students identify and create opportunities for meaningful, out-of-class involvement and teach them how to learn from these experiences. Division members also help students integrate this experiential knowledge with classroom theory. Through these efforts, students are prepared to make dynamic and responsible contributions to society throughout a lifetime of learning.

Traditions

There is evidence to suggest that members of the Iroquois confederacy, namely the Mohawk, Tuscarora, Seneca, and Onondaga tribes, were the first inhabitants of the Finger Lakes region. To foster Native American folklore, each Keuka College class bears the name of one of these tribes. The incoming freshman class assumes the name and colors of the last graduating class.

Keuka College is rich in tradition. Each class has its own special functions that are organized annually. Spring Weekend, May Day Weekend, and the Leadership and Moving Up Ceremony are some of the activities that involve all segments of the College and build a sense of community among and between the classes. Although many of the events involve a lot of fun and games, the emphasis is on respect, spirit, and pride in Keuka College.

Student Ethics

The College expects appropriate and responsible behavior from its students. Entrance into the academic community automatically obligates each student to abide by the established regulations of the College. Expected standards of conduct exist for the purpose of furthering the accomplishment of educational objectives. These standards are outlined in the Keuka College Student Conduct Code and Student Handbook.

The Division of Student Affairs assumes primary responsibility for adjudication of incidents of misconduct and for protecting the rights of students in matters of discipline. Officials of the College become directly involved in student disciplinary proceedings when actions of individuals or groups conflict with the welfare and integrity of the institution or disregard the rights of other members of the College community, including guests and visitors to the campus.

Disciplinary intervention is approached as an important opportunity to further students' ethical development and the College's emphasis on responsible independence. Disciplinary action by the College can range from a reprimand to expulsion, depending upon the severity of the violation.

Student Complaint and Appeal Process

Students wishing to lodge a complaint about an aspect of their Keuka experience or appeal an institutional judgment against them should follow carefully the sequence of steps for problem, complaint, and appeals resolution described in the "Guide to Student Complaints and Appeal Process," published in the College's Student Handbook. Copies of this document are distributed to all students' D-boxes and are also available on the "S" drive of the campus computer network, in College administrative offices, and through the website, www.keuka.edu(.)

The College's problem-solving and appeals pathways are designed to give students a fair hearing, to educate them about College policy and procedures, and to resolve complaints in a fair and reasonable manner as close to the source of the problem as possible.

Residence Life

Keuka College is committed to the belief that residence hall living is an integral and dynamic part of each student's education. The individual attention and developmental programming available in the residence halls provide students with a firm foundation for their college experience.

The residence halls are supervised by the assistant dean for housing and residence life, who supervises resident directors who are assisted by carefully selected and trained undergraduate resident assistants. The student paraprofessional staff receives extensive training to meet the diverse needs of the resident population.

Residence life at Keuka is structured around the philosophy of responsible independence. Students are considered adults who have entered into a contract with the College. As part of this agreement, the College provides housing, food service, and learning opportunities. In return, students are expected to act as members of an adult community, abide by College rules, and be considerate of other members of the College community.

Residence life staff members provide students with information, assistance, and guidance, and enforce student behavioral standards. The purpose of these standards is to ensure a residence hall environment that is conducive to learning and student development.

The residence hall is much more than a place to sleep—it is an important living/learning center. Residence hall staff are responsible for the development of a well-rounded program of social, cultural, recreational, and educational activities. They work closely with hall councils and other student groups to develop and implement programs like movies, fundraising activities, community service projects, workshops, and sports and recreational events. Through these activities students can develop leadership, communication, planning, decision-making, conflict resolution, and evaluation skills.

Because the College considers residential living an integral part of a Keuka education, traditional-age students who do not live with their parents or guardians are required to live in College residence halls for their entire time at Keuka. Exceptions to this policy are made by the Office of the Dean of Students in accordance with the provi-

sions outlined in the *Student Handbook*. Students are provided with many alternate living options from which to choose, including co-educational or all-female residence buildings, wellness, community living, theme housing, and upperclass areas.

Multicultural and International Students

The Office of Student Affairs coordinates the College's efforts to meet the needs of multicultural and international students. The student affairs staff assists individuals, student groups and organizations in their efforts to provide educational and social programs that reflect cultural diversity. There is an office in the Dahlstrom Student Center provided for diverse students. Questions concerning diversity should be directed to the Office of Student Affairs at 279-5215.

Academic Support Program

The Academic Support Program helps students succeed in their academic endeavors and assists them in becoming competent, independent learners. Professional assistance is provided by the director of the academic support program, the coordinator of special services for students with disabilities, the coordinator of transition programs, the coordinator of the Writing and Tutorial Center, and the academic skills counselor — all located on the third floor of Hegeman Hall in the academic support program office. From these professionals, students may seek academic assessment and counseling, and also individual and small group instruction in writing, reading, test-taking, and general learning strategies. Tutoring in academic subjects, provided by trained peer tutors who work with students individually or in groups, can be requested. Writing assistance is also provided by trained peer tutors who are available by appointment for individual and small group tutoring. Students may self-refer or be referred by any faculty member for help with papers or any other service offered by the Academic Support Program.

Services for Students with Disabilities

Keuka provides a variety of services for students with documented disabilities. In addition to diagnostic teaching and individual and group tutoring, students can access readers, scribes, tape recording, alternative testing, limited note-taking services, and advocacy counseling. Students should contact the coordinator for special services for details.

Developmental Education

In keeping with its mission of "providing students with the opportunity and incentive to improve themselves and the world," Keuka offers a program of developmental study that is challenging and motivating, and which gives students the time, skills, background, and personal support they need to pursue college-level work successfully. The philosophy of this program is based upon the belief that with enough time and with specialized instruction, most students can learn to compensate for, and even overcome, their academic deficiencies.

The developmental program comprises three types of courses: (1) reading and study skills, for developing strategies necessary for more competent and efficient reading and studying; (2) writing, for developing the skills necessary for college writing and for integration of

the reading and writing processes; and (3) mathematics, for providing background knowledge in this content area, as well as for teaching specific skills needed for study in this subject.

The developmental program is not intended to lower acceptable academic standards, but rather to be a flexible program that deals with the specific needs of individual students. Underlying all developmental instruction are two primary beliefs. The first is that individual students may develop different kinds of skills and abilities at different rates, and that some students may develop cognitive skills later than their peers. These students sometimes need more time and guidance to reach levels of competency required in specific college courses. They may, in fact, need developmental instruction at any time during their college careers; hence, these courses need not be confined only to the freshman year.

The second tenet of the developmental program is that no learning task can be adequately mastered until prerequisite tasks have been learned. Thus, students who have been developmentally delayed, or who have failed to master the preparatory skills necessary for college-level learning, need instruction that will bridge the gaps in their knowledge and skills.

Though all students could benefit from various parts of the developmental curriculum, there are two types of students for whom developmental courses are particularly intended. The first are students who lack competencies and skills. These may be students who did not take a college-preparatory program in high school, or who may have dropped out of high school. Therefore, they enter college without the background and basic skills they need for success. In this category may also be adult learners who have been away from an academic setting for some time, and also foreign students whose unfamiliarity with the language and culture can be problematic.

These students who lack competencies and skills may need either remedial or developmental assistance (that is, they may need to relearn previously learned knowledge and skills, or they may need to develop latent abilities), both of which can be provided in developmental courses.

Second are students who have learning disabilities. These are students who have many talents and a good ability to learn, but who may have difficulties in one or more specific skill areas and/or cannot easily learn through traditional instructional methods. In developmental classes, where students with learning disabilities have more time and more opportunities for individualized instruction, they can learn how to use their strengths to compensate for weaker skills and abilities.

Finally, developmental instruction at Keuka provides support and motivation for students. When students feel competent, they derive satisfaction and heightened self-esteem from their work. They become more interested in their studies and are more willing to spend time and energy to pursue achievement. Developmental courses offer them a means to this achievement.

The Freshman Year Program

The Freshman Year Program assists students in making the transition to college life. Faculty, academic, and student affairs staff, as well as upperclass students, work jointly to ensure that freshmen become familiar with the academic culture at Keuka College; take advantage of opportunities to improve academic, psychological and social aptitudes and skills; and become involved as active participants in curricular and out-of-class student life opportunities. Key components of the program include:

Orientation—Essential information is provided and bonds to the institution are fostered through mail correspondence, a "visit day" in the spring and a transition session immediately before classes begin.

Freshman Advising—(See section on Academic Advising.)

Assessment—Individual profiles and development plans are prepared based on extensive data on students' experiences, interests, aptitudes, abilities, and skills.

Monitoring—Timely identification of potential problem areas is enhanced through monitoring by advisers and peer mentors and an early academic warning system.

Course work—Specially designed freshman courses such as Experiential Learning, College English, and Design for Active Living help students develop the cognitive and affective orientation and abilities essential to learning.

New Student Orientation

In order to promote a rapid and sound adjustment to its educational mission, Keuka College requires all newly matriculated students to participate in New Student Orientation. The objectives of the New Student Orientation program are to:

- assess students' academic and personal preparedness for college work;
- introduce the academic advising process;
- provide information regarding academic and personal concerns; and
- aid in the adjustment to campus social life.

When a student chooses Keuka College, parents and/or spouses and College personnel also enter into an important partnership of wanting what is best for that student during his/her stay on campus. Toward this end, parents and/or spouses of new students are strongly encouraged to attend orientation, as important information on academics and student services is covered.

Counseling Services

Keuka College Counseling Services offers confidential psychological counseling during the academic year to all registered students. There is no fee for this service. Students can address a full range of emotional, developmental, and relational issues with the assistance of professional staff members.

The peer counseling program, supported by Counseling Services, is an experiential education opportunity for students. Members of this group participate in training in basic counseling skills, and then use these skills to help peers solve personal problems. Peer counselors learn and refine their own interpersonal skills through helping other students and referring them to profes-

sional resources. Please check our web page at *www.keuka.edu/studlife/counsel.html* for the most up to date information about counseling services.

Student Health Center

The Keuka College Student Health Center is located on the first floor of Harrington Hall and provides assessment, diagnosis, treatment, and referrals for such health concerns as upper respiratory infections, gastrointestinal distress, urinary infections, and muscle strains and sprains, to name a few. Other services provided are mandatory T.B. testing, Tetanus/Diphtheria and Hepatitis B immunizations, allergy injections, strep throat screening, and urine testing for infection. Students may be referred to a specialist if needs exceed what the Student Health Center is able to provide on campus. Visits to professional staff are free. A small fee is charged for physicals, injections, medications, and loan of equipment when necessary.

The Student Health Center staff includes a full-time director/nurse practitioner and a part-time physician. Appointments are necessary, since there are only specific times when health professionals are available to evaluate a student's symptoms. The office has an office manager from 9 a.m. to 4:30 p.m. Monday through Friday during the fall and spring semesters for making appointments and can be reached at ext. 5368. Students who call or walk into The Student Health Center for non-emergency reasons will be seen as soon as an appointment is available. The staff believes the concept of self-responsibility is essential when handling health needs. Thus, students are encouraged to deal with their illnesses by not waiting too long to make an appointment to be seen, using first-aid resources in each dorm, communicating directly with faculty about class absences, or needing to miss work study. Students are also expected to call ahead to cancel appointments, since that time can be used for another student. Those students whose illness needs become emergent when the office is not open or cannot handle any more appointments should go to the Emergency Room at Soldiers & Sailors Memorial Hospital. True emergency situations require calling 9-911 for an ambulance, a service which is provided by the Keuka Park and Penn Yan Area Volunteer Ambulance Corps.

Wellness education is also an important component of the Student Health Center in that the department supports and participates in the training of peer wellness educators. Peer educators are prepared to present information on selected wellness topics to other students throughout the campus. Students interested in utilizing wellness educators or becoming a wellness educator should contact the Student Health Center at ext. 5368.

A fully completed health form, which includes New York state immunization requirements, is mandatory for all students registered for six or more credits. Students without a complete health form are not eligible to receive health care services or to participate in intercollegiate athletics, and are subject to suspension if immunizations and the requirements for a physical are not met. Dates for completed health forms to be in the health services office are Aug. 1

for fall semester and Feb. 1 for spring semester. Because college freshmen are one of the groups most "at risk" for contracting meningitis, the College requires all new students (freshmen and transfers) to have a meningitis vaccination prior to matriculation. Verification should be included with the health form.

The Family Planning Center of Penn Yan comes to the campus Health Center one to two days per week. They offer routine reproductive health care and screening for women and men. Appointments are made through Family Planning by calling the office in Penn Yan at 536-2752. Payment is expected at the time of services, fees are based on a sliding scale, and Medicaid is accepted.

Campus Ministry

The Office of Campus Ministries is administered by the College chaplain. The College chaplain ministers to the spiritual needs of the entire campus community while the Catholic chaplain and lay ministers serve the spiritual needs of the Catholic community.

The Campus Ministry Advisory Board is comprised of students, faculty and staff from a variety of religious and denominational backgrounds. The Advisory Board is co-coordinated by a student leader and College chaplain. The team functions as a resource to help connect the chaplain to the spiritual needs of the community and works with the chaplain to envision the future of Campus Ministry programs.

The opportunity to take part in religious, social, and community service is open to all students. We encourage creativity and spiritual insights from students in order to make their campus ministry experience an exciting one. Campus Ministries generates activities and events that meet the spiritual needs of students while sharing fellowship, food, and fun. Some activities and events include The Yates County Crop Walk, volunteer work with Habitat for Humanity, Chaplain's Open House, Bible studies, movie discussions, and retreats.

Worship opportunities are available at Norton Chapel throughout the year, including a Catholic Mass and an Ecumenical Service.

Chaplain

The College maintains a chaplain's office that serves the entire campus community. Of particular interest to students are programs in spiritual growth, Christian fellowship, and community service. There are many opportunities for students to volunteer in various areas of campus ministry, including program development and organizing for community service. The College chaplain has regular office hours at the campus ministry office located in the Dahlstrom Student Center and is available for individual counseling.

Athletics

Based on the old adage, "healthy body, healthy mind," Keuka College supports a high-quality intercollegiate and intramural athletics program. It is possible for all students to participate in some supervised sport. For those with particular athletic skills and interest, there are varsity teams. For others there is the opportunity to participate in the intramural program, for which competi-

tive teams are organized from residence halls and other groups on campus. Noncompetitive leisure activities are also offered.

The intercollegiate teams are members of the NCAA Division III, Eastern College Athletic Conference (ECAC), and the North Eastern Athletic Conference (NEAC). Women compete in soccer, volleyball, basketball, softball, cross country, synchronized swimming, tennis, and lacrosse. Men's sports include basketball, lacrosse, soccer, cross country, baseball, tennis, and golf.

The facilities include a modern gym, pool, locker rooms, fitness room, weight room, and tennis courts. Ostrander Field is home to the soccer and lacrosse teams. The new Jephson Community Athletic Complex features Kuhl Field (baseball), a softball field, and four soccer/lacrosse fields.

Student Government

The Keuka College Student Association includes all students and is governed by a student–elected Senate and officers. Members are elected to represent residence halls and commuting students, class years, and students-at-large. Elected members serve one-year terms. The Student Senate governs social activities on campus, controls financial matters related to the student activities fee, and serves as the formal vehicle for gathering student recommendations on College policy and plans. The Student Senate has overall responsibility for reviewing and monitoring the activities of all student organizations it has recognized.

While all organizations and clubs have a role in the co-curriculum, two student government groups provide particularly important opportunities for developing attributes such as leadership, problem–solving, decision–making, group process, and interpersonal skills, all of which are transferable to future life and career roles. They are the:

• Allocation Committee: The Senate Allocation Committee allocates the student activity fee to recognized student organizations. These funds support activities, concerts, lectures, dances, other social events, conferences, and student publications.

• Campus Activity Board: CAB, the primary programming body of the Student Association, sponsors mixers, cultural activities, and recreational events such as Family Weekend, Spring Weekend, and May Day.

Student Organizations and Activities

The student activities office provides services and assistance to the College's recognized student organizations. Along with the Keuka College Student Association, this office encourages student involvement in out-of-class experiences, provides leadership and organizational effectiveness training for student leaders, and offers general assistance to the diverse array of extracurricular opportunities on campus. The student activities office works to coordinate and schedule the programs sponsored by various groups within the College community. This office encourages students to help plan, work on, learn from, and participate in the varied activities that provide a valuable adjunct to the formal curriculum. In addition, TeamWorks! The Birkett Mills/Keuka College Challenge

Experience provides students with extracurricular programs emphasizing trust, leadership development, communication, team-building, decision-making, and problem-solving as a complement to academic knowledge and other student life activities.

Activities at Keuka College are many and varied. Each week and nearly every weekend there are all-campus events. New clubs and organizations are easily formed by interested members and an adviser. Those that have persisted from year to year and have become part of campus life are listed under the following categories:

Professional—These student organizations are affiliated with academic departments. Membership is optional and open to all interested students. The activities of these groups often reinforce classroom learning experiences while bringing together students with common career goals.

Education Club
American Federation of Social Workers
Students in Free Enterprise (S.I.F.E.)
The Council for Exceptional Children
SOTA (Student Occupational Therapy Association)

Communications/Media—Students desiring exposure or more experience in journalism, creative writing, graphics, and photography can gain valuable entry-level skills in the following organizations.

Keukonian (College newspaper)
Kiondaga (College yearbook)
WKCS (College radio station)

Honor Societies—The honorary societies at Keuka College recognize academic excellence and achievement as well as potential for success in specific career fields. Their activities are often instrumental in promoting student interest in particular fields of study. Each society maintains specific criteria for membership:

Alpha Mu Gamma (foreign language)
Alpha Psi Omega (theater and drama)
Chi Beta Phi (natural sciences, mathematics, and psychology)
Eta Sigma Delta (hospitality management)
Frances H. Smith Education Honor Society
Lambda Pi Eta (communications)
Pi Gamma Mu (social sciences)
Pi Theta Epsilon (occupational therapy)
Phi Alpha (social work)
Sigma Lambda Sigma (scholarship, leadership, and service)
Sigma Tau Delta (senior English majors/minors)
Society for Collegiate Journalism

Performing Arts—Many opportunities for performing are available through various fine arts programs. The following organizations offer opportunities to participate in concerts and musical productions, dance performances, choreography, acting, directing, staging, and lighting. Membership is generally determined by auditions.

Keuka College Chorale
Keuka College Theatre
Symphonic Band

Special Interest Groups—Several special interest groups provide outdoor recreational trips and activities and opportunities for fellowship and spiritual growth. Membership is open to interested students.

Bacchus & Gamma

BAKU (Bearers of Ancient Kultures United)
Dance/Cheer Club
Outing Club
Radio Club
Ski Club
Step Team
Wellness Educators

Automobiles

All students are permitted the privilege of having a motor vehicle on campus. Automobiles must be registered and a fee paid at the protective services office during the first week of the fall term or at any time a car is brought to campus.

Automobile registration, parking, and operations policies are announced at the beginning of each academic year. Printed copies are available at Protective Services.

Campus security officers and local police enforce college regulations and New York state vehicle and traffic laws in the Keuka College community. College fines and towing policies are outlined in the parking regulation booklet provided to all campus vehicle registrants.

Security and Safety

Keuka College maintains a department of protective services to address the security, parking and risk management needs of the College community. Services are provided 24 hours per day, 365 days per year through a staff of New York state certified security officers. The director of protective services reports to the vice president for student development and dean of students.

Clery Act - Campus Crime Statistics Calendar Year 2003

In accordance with the requirements of the Clery Act (The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act), Keuka College gathers and publishes statistics on a variety of crimes that occur on or near campus—hate crimes, sex offenses, liquor and drug violations, thefts, arson, assaults, manslaughter and murder, etc. These crimes are ones which are reported to the Office of Protective Services or to other school officials with "significant responsibility for student or campus activities," particularly the Office of the Dean of Students.

The statistics are reported by calendar year, not academic session, and definitions of named offenses are provided. Historical data are also included for comparison purposes. For additional information on the Clery Report and campus safety, contact the director of protective services, Joe Aymerich, at (315) 279-5250.

Clery Act Campus Crime Statistics

Documentation of mandated offenses reported at Keuka College as required by the "Clery Act" guidelines established by the United States Department of Education. Where applicable, definitions for named offenses are provided. Statistics are reported by calendar years indicated, not by academic years.

Hate Offenses: Reported occurrences that manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability or ethnicity ("hate crimes") for the crimes listed below.
2000: 0 2001: 0 2002: 0

Murder and Non negligent Manslaughter
The willful (non-negligent) killing of one human being by another.
2000: 0 2001: 0 2002: 0

Forcible Sex Offenses
Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.
A. Forcible Rape - The carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).
B. Forcible Sodomy - Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
C. Sexual Assault With An Object - The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
D. Forcible Fondling - The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will; or, not forcibly or against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental incapacity.
2000: 4 2001: 0 2002: 0

Nonforcible Sex Offenses
Unlawful, nonforcible sexual intercourse.
A. Incest - Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
B. Statutory Rape - Nonforcible sexual intercourse with a person who is under the statutory age of consent.
2000: 1 2001: 0 2002: 0

Robbery
The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
2000: 0 2001: 0 2002: 0

Aggravated Assault
An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm. Simple assaults are excluded.
2000: 0 2001: 0 2002: 0

Burglary
The unlawful entry of a structure to commit a felony or a theft. Attempted forcible entry is included.
2000: 0 2001: 1 2002: 3

Motor Vehicle Theft
The theft or attempted theft of a motor vehicle. A motor vehicle is self-propelled and runs on the surface and not on rails. Motorboats, construction equipment, airplanes, and farming equipment are specifically excluded from this category.
2000: 0 2001: 0 2002: 0

Arson
Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
2000: 0 2001: 0 2002: 0

Negligent Manslaughter
The killing of another person through gross negligence.
2000: 0 2001: 0 2002: 0

Arrests – Liquor Laws
2000: 5 2001: 0 2002: 0

Arrests – Drug Laws
2000: 2 2001: 0 2002: 1

Weapons Possession
2000: 0 2001: 0 2002: 0

Disciplinary – Liquor Laws
2000: 63 2001: 60 2002: 136

Registered Sex Offender Information
Persons seeking to obtain sex offender registration information may contact the Yates County Sheriff Department Records Section at (315) 536-5778. Information regarding high risk (level 3) registered sex offenders can also be obtained through the New York State Criminal Justice Services' (DCJS) Sex Offender Registry. The registry can be contacted on the internet at: *criminaljustice.state.ny.us/nsor* or by contacting the NYS DCJS Sex Offender Registry at (518) 457-6236.

THE ACADEMIC PROGRAM

Major Fields of Study

The bachelor of arts degree is awarded in the following liberal arts disciplines. This listing contains the HEGIS* code number.

0808 Adolescent American Sign Language Education/Special Education
1199.01 Adolescent American Sign Language Education
0401.01 Adolescent Biology Education
0808 Adolescent Biology Education/ Special Education
0808 Adolescent English Education/ Special Education
1501.01 Adolescent English Education
1701.01 Adolescent Mathematics Education
0808 Adolescent Mathematics Education/Special Education
0808 Adolescent Social Studies Education/Special Education
2201.01 Adolescent Social Studies Education
1199 American Sign Language
0401 Biology
0414 Biochemistry
1501 English
1701 Mathematics
0601 Organizational Communication
2299 Political Science and History
2001 Psychology
2208 Sociology
4901 Student-Initiated Major
1007 Theatre and Drama
1002 Visual and Verbal Arts

The bachelor of science degree is awarded in the following professional fields:

0502 Accounting
0808 Unified Childhood-Special Education
1201 Clinical Science
1299/ Clinical Science dual w/New
1221 York Chiropractic College
2105 Criminology/Criminal Justice
2105 Criminology Justice Systems (ADC)
1999.20 Environmental Science
0506 Management
0509 Marketing
1223 Medical Technology
1203 Nursing
1203.10 Nursing (ADC)
1201 Occupational Science
1208 Occupational Therapy
0506 Organizational Management (ADC)
2104 Social Work
4901 Student-Initiated Major
0808 Unified Elementary/Special Education
1007 Theatre and Drama
1002 Visual and Verbal Art

The master of science degree is awarded in the following fields:

0802 Childhood Education
0506 Management
1208 Occupational Therapy

** The HEGIS (Higher Education General Information Survey) code is a federal designation, adopted by most states, for coding academic programs and disciplines.*

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student awards.

Students wishing certification in adolescent education are awarded the degree of bachelor of arts after completing the requirements for a major in a particular liberal arts discipline. Keuka College is authorized by the Board of Regents of the University of the State of New York to grant provisional certification to teach at the childhood and secondary levels. Graduates of the nursing program are eligible to write the National Council for Licensure Examination (NCLEX-RN) for licensure to practice as a registered professional nurse. Graduates of the medical technology program are eligible to take the National Registry Examination of the American Society of Clinical Pathologists. Graduates of the occupational therapy program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy and are able to apply for licensure to practice as an occupational therapist, registered.

Minor Fields of Study

A student may elect to complete a minor program that complements a major field of study. Minor programs allow students to concentrate within a particular area of interest. Minors are available in:

American Sign Language
Applied Computer Applications
Art
Biology
Chemistry
Communication Studies
Computer Applications
Creative Writing
Criminology/Criminal Justice
Education
English
Gerontology
Management
Mathematics
Political Science and History
Pre-law
Psychology
Sociology
Spanish and Area Studies
Student-Initiated Minor
Theatre/Drama

Interdisciplinary Studies

Students may design an interdisciplinary major reflecting their own educational objectives and career interests. This program, the student-initiated major (S.I.M.), permits a student, in consultation with three faculty advisers, to include courses and Independent Study credits in two or more academic disciplines. Examples include human services administration, health administration, and children's literature.

Students may also design an interdisciplinary minor (S.I.M.R.) or a disciplinary concentration (S.I.C.) that reflects their educational objectives or career goals. Student-initiated programs must be approved by the Curriculum Committee.

Academic Advising

All incoming students are assigned an academic adviser who serves as a mentor to help students make an effective transition to college. Advisers help

students become independent, responsible learners who understand self; who are familiar with institutional policies and cultural norms; who possess problem-solving skills; and who know how to access a variety of academic, career planning, and personal support services. They also help students develop an educational plan consistent with their aptitudes, interests, and life goals.

Freshman students are normally assigned to a faculty adviser in their designated major. Exploratory students are initially assigned to special faculty or professional staff advisers. Freshman advising cohorts are kept small to ensure that freshmen receive strong support and guidance during a significant transitional period. Transfer students are also assigned to a faculty member in their chosen major or, if undecided, to a special adviser.

Students are officially accepted into specific programs at various times, depending on the discipline (for example, students may declare a major in nursing only after successfully completing required prerequisite courses). In most cases, students will be assigned an adviser in their intended major even if official acceptance into the program comes later.

Grades and Quality Points

Explanation of the letter grades:

A Superior	D Deficient
B Commendable	F Failing
C Satisfactory	

Grade points for the letter grades:

A = 4.00	C = 2.00
A–= 3.67	C– = 1.67
B+= 3.33	D+= 1.33
B = 3.00	D = 1.00
B–= 2.67	D–= 0.67
C+= 2.33	F = 0.00

Non-quality point grades:

S Satisfactory
U Unsatisfactory
W Withdrawal
AU Audit
IN Incomplete*
NP Not posted at time of printing.

** Incompletes not resolved by the date specified by the faculty member and/or the vice president for academic affairs result in a grade of F.*

Graduation Requirements

All students working toward a baccalaureate (bachelor of arts or bachelor of science) degree must meet the following basic requirements for graduation:

1) At least 75 percent of the credits for a bachelor of arts (B.A.) degree and at least 50 percent of the credits for a bachelor of science (B.S.) degree must be in the liberal arts and sciences.
2) Satisfactory completion of 120 semester credit hours and a grade point average (GPA) of 2.0;
3) One satisfactory Field Period for each 30 Keuka credits required for degree completion. No more than four Field Periods may count toward the total number of required credits for graduation;
4) Core curriculum requirements. However, students who have previously completed a B.A. or B.S. are exempted from core curriculum requirements exclusive of any major program requirements;
5) Completion of major requirements with a discipline GPA of at least 2.0;

6) Completion of 30 of the last 36 credits at Keuka College, including one Field Period and at least 12 credits in the student's major in courses at the 300-level or above; and

7) Participation in College outcomes assessment testing as scheduled during the College experience.

The student is ultimately responsible for ensuring that all degree requirements are satisfactorily met.

Registration

Registration forms for courses must be approved and signed by the faculty adviser before they are submitted to the registrar's office.

With the approval of the faculty adviser and instructor, a student may enter or withdraw from a course according to the following requirements:

1) An addition must be made during the first two weeks of the semester and requires the signatures of the adviser and the instructor.

2) A withdrawal from a course may be filed in the registrar's office until 4:30 p.m. on the last day of the eighth week of the semester. If the withdrawal occurs prior to the completion of the second week of the semester, only the adviser's signature is needed and nothing will be entered on the student's transcript. If the withdrawal occurs between the end of the second week and the last day of the eighth week of the semester, both the adviser's signature and the instructor's signature are needed, and a W (Withdrawal) will appear on the student's transcript. Withdrawals from a course subsequent to mid-semester shall be permitted only for extenuating circumstances, e.g., medical or other problems of a non-academic nature requiring an absence from class and/or the campus. Such withdrawals require written permission signed by both the adviser and the appropriate instructor(s) and must be submitted as an exception to the policy to the associate vice president for academic affairs by the student or the adviser.

3) A late registration fee is charged each matriculated student registering after the scheduled registration date. The fee will appear on the student's bill.

4) The registrar evaluates the validity of requests for exemption from the late registration fee.

Course Load

The usual course load is 30 semester credit hours during each academic year, including three semester credits for a Field Period experience. Students typically enroll in five courses each semester. Some majors require slightly larger loads.

Permission may be granted through an exception policy to exceed the normal number of semester credit hours in any given semester on the basis of previous academic achievement. A per-credit charge is assessed for over 18 hours a semester or 36 per year.

Minimum Enrollment

Under-enrolled courses may be cancelled or rescheduled at the discretion of the provost and vice president for academic affairs.

Credit

Degree requirements are stated in terms of semester credit hours.

The proportion of classroom, laboratory, and study time will vary from course to course.

Quarter–term credits are transferred from other accredited colleges to Keuka College and are translated into semester credit hours as follows: quarter credit hour multiplied by .67 equals semester credit hour.

Credit by Examination

Under certain conditions, Keuka College grants credit toward graduation based on the following exams:

* College Proficiency Examination (CPE) administered by the New York State Department of Education.
* College Level Examinations Program (CLEP) offered by the College Board.
* Advanced Placement Program of the College Entrance Examination Board (CEEB).
* National League for Nursing Mobility Profile II.
* New York State Regents College Examination (RCE).

Credit is granted to students who meet the entrance requirements and who matriculate in a program leading to a degree. The granting of credit does not necessarily guarantee that all prerequisites for advanced study have been met. Students who have completed work in lower-level courses by examination are urged to consult with a departmental adviser before registering for advanced work in a subject.

A matriculated student may be eligible to earn credits through any of the above-mentioned examinations upon approval of the registrar. Further information is available from the registrar's office.

Transfer Credits

Course work transferred from another accredited institution by a Keuka College student is by credit only. Credit is only given for courses with a grade of C or higher. Grades do not transfer. A transfer student's GPA is computed based only on credits earned at Keuka College. The number of credits completed toward a degree includes credits accepted by transfer.

Students who have twice failed a Keuka College course cannot take an equivalent course at another institution and transfer the credit. (The only way to fulfill the requirement and remove the F is to repeat the course at Keuka.)

Enrolled students must follow the procedures listed in the *Student Handbook* for approval of non-Keuka course work.

Transfer Articulation Agreements

To encourage and facilitate the transfer of qualified students from regional community colleges, Keuka maintains transfer articulation agreements with the following institutions:
Cayuga County Community College
Corning Community College
Finger Lakes Community College
Genesee Community College
Monroe Community College
Onondaga Community College

Students interested in transferring to Keuka College should consult with their academic adviser and a transfer counselor as early as possible, and contact

Keuka's admissions office for help and information. Effective planning maximizes the number of credits a student will be able to transfer and apply toward graduation requirements at Keuka.

Repeating a Course

A course may be repeated only once. The grade and credit from the repeated course become the official grade and credit. The earlier course grade does appear on the student's transcript, but is not computed in the GPA or Keuka credit hours earned toward academic standing or graduation.

Independent Study

An independent study is designed to give the student with adequate qualifications an opportunity to undertake a self-directed study of a particular topic or subject not regularly offered by the College, under the guidance of a sponsoring faculty member. The title of the independent study will be included on the student's permanent academic record. The student may not register for more than one independent study during one semester. Registration for an independent study must be completed by the fifth day of the semester in which it is to take place.

Individualized Instruction

Individualized instruction is defined as instruction of a course that is part of the standing College curriculum as listed in the Keuka College Record. It may be granted at a professor's discretion: (1) if the course is not being offered that academic year; (2) if for significant non-academic reasons the student withdrew from the course when it was previously offered; (3) if the course was cancelled; and (4) if the course lends itself to an individualized, less traditional classroom format. Procedures for arranging individualized instruction are available in the registrar's office. Registration for an individualized instruction must be completed by the fifth day of the semester in which it is to take place.

To minimize the need for individualized instruction, students should work carefully with their academic adviser in planning their course schedules each semester to fulfill all core curriculum and major requirements when the required classes are regularly scheduled.

Religious Holidays

Keuka College is committed to respecting the religious beliefs and spiritual traditions of its entire community of faculty, staff, and students, and will comply with all relevant portions of the state law on religious holidays. Toward these ends, the College will provide "equivalent opportunities" to make up any absences, examinations, study, or work requirements for students who miss class due to their religious beliefs and/or observances. For more information, students are urged to review the relevant portions of the *Student Handbook*.

Non–matriculated Students

Non–matriculated students are those who have not declared their intention to work toward a degree. Non-matriculated students may register for a maximum of six credits during a regular semester. (Enrollment in courses is on an as-space-available basis.) Non–matriculated students may accumulate a maximum of 12 credits, including all transfer credits to

be counted toward their degree, before matriculating.

Non–matriculated students are not eligible for financial aid, health services, counseling services, or the use of special facilities. These students must register through the registrar's office, where an adviser is assigned. Students subsequently wishing to matriculate must contact the admissions office.

Off–campus Study

Students wishing to apply credits for courses taken at other accredited institutions toward graduation requirements at Keuka College should consult with the registrar's office. Credit is transferred to Keuka College only if prior approval is obtained. Forms for approval of these courses are available in the registrar's office. Students are responsible for having official transcripts of their work at other institutions forwarded to Keuka.

Summer Study

Courses not on the regular summer schedule may be available through Individualized Instruction. The student must arrange for the course with the instructor responsible and complete an "Application for Individualized Instruction" form available from the registrar's office. Such courses require tuition at a special rate, plus any appropriate special course fees. The Individualized Instruction fee, however, is waived for the summer school session.

Washington and Albany Semester Programs

A limited number of upperclass political science and history majors and others may participate in the Washington or Albany Semester Programs. The Washington Semester Program is sponsored and coordinated by SUNY at Brockport. It includes internship, seminar, and research components.

The Albany Legislative Internship is sponsored and operated by a bipartisan Assembly committee. College students have the opportunity to gain firsthand knowledge and experience in the state government process.

Keuka College students may acquire a maximum of 15 semester credit hours in this program. Students wishing to participate in either program should consult a member of the political science faculty during the spring semester prior to their enrollment in the program. Approval must be received from the Division of Basic Applied Social Sciences and the associate vice president for academic affairs.

Study Abroad

Study abroad represents an invaluable kind of experiential learning and cultural enrichment. Students who study abroad enhance their preparation as citizens and working professionals in an increasingly multicultural world.

The opportunity to study abroad is a special privilege open to students who have demonstrated the academic preparedness and personal maturity to handle the challenges of living and learning in another country and culture.

Therefore, students seeking institu-

tional permission to study abroad must meet the following minimum standards:

1) Sophomore (24 or more credits) or higher standing at the time of the experience;
2) A cumulative grade point average of 3.0 or higher;
3) At least one letter of support from their adviser or other faculty member; and
4) Good standing within the College's Student Conduct Code.

Permission must be sought at least one full semester prior to the time of the proposed study abroad experience. In addition, students must meet all the eligibility standards for the study abroad program to which they intend to apply.

Students interested in international study should begin by contacting their faculty adviser and the office of academic affairs. They will (a) help you research and select a quality program suited to your academic needs and interests; (b) guide you throughout the application process (e.g., course selection, financial aid, and orientation); and (c) help you secure institutional approval to study abroad.

Students wishing to study abroad must obtain final institutional approval from the associate vice president for academic affairs.

Please note: Students enrolled in programs of study approved for credit by Keuka College are considered enrolled at Keuka for Title IV financial aid purposes.

Rochester Area Colleges Consortium

Keuka College is a member of the Rochester Area Colleges Consortium (RAC). This cooperative program provides an opportunity for full-time, matriculated students to register in a member institution for one or two courses not available on the home campus. Approval is on a space-available basis at the second institution. Arrangements are completed during the week following the first day of instruction at the second institution. Approval of both institutions is necessary.

The Consortium members are Alfred University, Colgate Rochester Divinity School, Empire State College, Finger Lakes Community College, Hobart and William Smith Colleges, Keuka College, Monroe Community College, Nazareth College, Roberts Wesleyan College, Rochester Institute of Technology, St. John Fisher College, SUNY Brockport, SUNY Geneseo, and the University of Rochester.

Registration forms are available in the registrar's office.

College Consortium of the Finger Lakes

The College Consortium of the Finger Lakes is a cooperative arrangement among Keuka College, Hartwick College, Alfred University, Corning Community College, and Elmira College. Through the consortium, students, faculty, and staff have access to the academic and cultural resources of the other campuses.

Honors within Academic Disciplines

Honors in a discipline is awarded to seniors who fulfill the requirements specified by the individual disciplines and, in the case of student-initiated majors, by the student's advisory committee and at least one additional faculty member. Students usually indicate their plan to meet the requirements for disci-

plinary honors during the spring semester of the year preceding graduation. Information concerning requirements may be obtained from the appropriate division chair.

Degrees with Distinction

The faculty and student association of Keuka College believe the achievement of high academic standards is very important. In order to promote, encourage, and recognize academic excellence, Degrees with Distinction are awarded to graduating seniors upon the recommendation of faculty.

Eligibility for an award of Degree with Distinction is based on the earned cumulative grade point average as follows:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Transfer students, in order to qualify for any of the Degrees with Distinction, must have taken a minimum of 45 semester credits at Keuka College. In the computation of commencement honors, all college-level work taken by students at institutions other than Keuka College is taken into account, even if some work did not transfer. A student must be eligible for a Degree with Distinction on his/her Keuka work alone, and on the combined average of Keuka College and all work completed at other institutions.

A student may not obtain a higher honor than his/her Keuka College grade point average indicates.

Dean's List

Full-time, matriculated students are eligible for the Dean's List on the basis of academic work for the semester, having achieved a GPA of 3.50 and earned a minimum of 12 semester credit hours, excluding Field Period, and courses whose numeral prefix begins with 0, with no incompletes.

Part-time, matriculated students are eligible for the Dean's List on the basis of academic work completed within a two-year time period if they have achieved a GPA of 3.50 for each block of at least 12 semester credit hours, excluding Field Period and courses whose numeral prefix begins with 0, with no incompletes.

Participation in Commencement

Upon the recommendation of the College and the Board of Trustees, Keuka College confers baccalaureate degrees during December, May and August. The College's formal ceremony is held during May.

Participation in the May ceremony is limited to those who have completed their degree requirements and those who are within six credit hours of meeting graduation requirements.

Students who are within six credits of meeting graduation requirements may participate in the May ceremony if a petition has been filed with the registrar's office and if the student can complete the remaining credits prior to July 31 of the same year. The student's ability to complete all outstanding requirements by this deadline may be verified by proof of registration at another accredited institution, approved Field Period Learning Contracts, or similar documentation.

Those students who will be registering for student teaching or occupational therapy affiliations during the following

fall semester may participate in the May ceremony. These students may have an additional six credits of course work to complete but they must be able to clearly document how these credits will be completed during the upcoming summer semester.

Graduate students who will be able to complete their graduation requirements during the following summer semester may also participate in the May ceremony.

Students who are listed as degree pending for a conferral date must have all graduation requirements completed on or before the following dates:

December: Jan. 20
May: July 31
August: Aug. 8

A student who is unable to produce documentation (official transcript, Field Period supervisor's evaluation, etc.) showing the completion of requirements by the above specified date, will have his/her name removed from the official conferral list. If warranted, the student's name will be added to the next available conferral list.

Students must have paid or made arrangements to pay all College fees and other charges incurred at Keuka College.

Academic Support Services

The Academic Support Program staff assist students in achieving their learning goals. Services provided include peer tutoring at the Center for Writing and Tutorial Assistance, computer-assisted instruction at the Sally Gannett McAdams Center, and two non-credit developmental courses for students who are under-prepared for a full college course load. The courses are:

ENG 100 Fundamentals of College Reading and Writing
MAT 095 Developmental Mathematics

Students are placed in these courses when their performance on writing and mathematics tests is below College standards.

POLICY ON ACADEMIC STANDING

Academic standing is defined as a matriculated student's progress toward completion of the requirements for a degree from Keuka College. A student's continued enrollment and eligibility for financial aid at Keuka College depend on making satisfactory academic progress. There are four separate measures of academic progress:

a. the minimum cumulative credits earned per semester of attendance;
b. the cumulative Grade Point Average (GPA);
c. the number of Field Periods completed; and
d. performance in repeated, required courses.

GUIDELINES FOR SATISFACTORY PROGRESS

Semester of Attendance	*Minimum Cumulative Credits Earned*	*Minimum CUM GPA*	*Minimum Field Periods Credited*
1/2	*3*	*1.00*	*0*
1	*6*	*1.25*	*0*
1 1/2	*9*	*1.40*	*0*
2	*15*	*1.50*	*0*
2 1/2	*21*	*1.60*	*0*
3	*21*	*1.60*	*0*
3 1/2	*27*	*1.75*	*0*
4	*33*	*1.75*	*0*
4 1/2	*39*	*2.00*	*1*
5	*45*	*2.00*	*1*
5 1/2	*51*	*2.00*	*1*
6	*57*	*2.00*	*1*
61/2	*63*	*2.00*	*2*
7	*69*	*2.00*	*2*
7 1/2	*75*	*2.00*	*2*
8	*82*	*2.00*	*3*
8 1/2	*90*	*2.00*	*3*
9	*97*	*2.00*	*3*
9 1/2	*105*	*2.00*	*3*
10	*112*	*2.00*	*4*
*11***	*120*	*2.00*	*4*

Satisfactory Academic Progress is defined as maintaining the above standards without failing a repeated required course.

* *The above chart encompasses all students, both full-time and part-time. All students are reviewed on a case-by-case basis. For the purpose of determining "credits earned," developmental courses are excluded from consideration.*

** *Applies only to occupational therapy majors.*

Minimum Field Periods credited include the minimum number of Field Periods completed for which a grade of "S" was earned.

Minimum cumulative GPA is calculated as described in the Grading System Policy.

The College has set three academic standings; they are defined as follows:

(1) *Good:* Good standing is defined as maintaining at least the minimum academic standards as defined in the "Guidelines for Satisfactory Academic Progress" (see table on previous page). Students who maintain those standards have no restrictions on their activities. Any student failing to maintain those standards or failing a repeated, required course will either be placed on probation or suspended. **Note:** Simply meeting the minimum requirements for Good standing may not mean that a student will graduate in a four-year period.

2) *Probation:* Students failing to maintain satisfactory academic progress will, at a minimum, be placed on academic probation. If a student fails to return to good standing after one probationary semester, or at any later point in his/her academic career again fails to maintain good standing, he or she may be placed on a second semester of probation or suspended. A maximum of two probationary semesters is allowed to correct academic deficiencies. After two semesters of probation, whether the probationary semesters are contiguous or not, students who fail to return to good standing will automatically be suspended. Any student reinstated to the College after suspension will be placed on contract probation (see "Academic Reinstatement to the College").

(3) *Suspension:* Any student failing to maintain Satisfactory Academic Progress or failing a repeated, required course may be suspended. A student who is suspended has the right to appeal to the provost and vice president for academic affairs (see "Appeal Process"). A student on suspension may take courses at Keuka College only with the approval of the provost and vice president for academic affairs (see "Academic Reinstatement to the College").

Some academic programs require students to attain a minimum passing grade in designated courses in order to complete the degree program. The Academic Review Board will adjudicate cases when students fail a repeated, required course. However, cases in which the repeat grade is a D- or better but still insufficient to meet the major's minimum standard will be referred to the appropriate faculty and division chair for resolution.

Academic Warnings

Between the third and ninth weeks of each semester, faculty submit an academic warning notice to the Academic Support Program for all students performing at a C- level or lower. Students and their faculty adviser receive copies.

Academic warnings serve a number of purposes: to notify students and their advisors of poor performance in a course, to provide students with suggestions for how to improve performance, to refer students to the Academic Support Program for assistance, and to recommend students withdraw from a course prior to the end of the eighth week of the semester if poor performance warrants withdrawal.

Additionally, the staff of the Academic Support Program employs the information regarding performance from the academic warnings to monitor the progress of students receiving warnings and other at-risk students. The Academic Support Program also maintains records

of the number of warnings issued each semester for institutional purposes.

Evaluation Process

At the end of each semester the Academic Review Board will determine the academic progress of all students according to the standards given in the table. The measures of academic progress are independent; students must meet all of the requirements.

Any student failing to meet any one (or more) of the minimum criteria for satisfactory academic progress will either be suspended or placed on academic probation. The Academic Review Board may place an academically deficient student on academic probation if it determines that an additional semester at Keuka is warranted by the student's performance or potential.

A probationary student not improving his/her performance during a probationary semester is subject to immediate dismissal before or at the end of the semester.

A student improving his/her performance but not yet back in good standing will be eligible for a second probationary semester—at the Academic Review Board's discretion. A second semester of academic probation is possible, but not guaranteed.

The Academic Review Board may immediately suspend a student failing to achieve good standing without having awarded him/her a probationary semester. Suspension is automatic after a student has had a total of two semesters on academic probation.

Appeal Process

Students on Suspension may appeal for readmission in writing to the vice president for academic affairs within 10 days following receipt of the notification of suspension. Students must provide evidence to support their appeal and must include plans for academic improvement. If the provost and vice president for academic affairs does not grant an appeal, the student is dismissed from the College. If the vice president for academic affairs grants an appeal, the student will be given an academic performance contract and placed on probation for the next semester. If the student does not fulfill the contract, the student will be suspended again.

Academic Reinstatement to the College

After a minimum of one semester, students suspended for academic reasons may petition the provost and vice president for academic affairs for reinstatement and placed on contract probation under a mandatory academic performance contract. The College recommends, however, that students wait a full academic year before petitioning the provost and vice president for academic affairs and that they use this time to pursue academic and other activities that will demonstrate their capability and readiness to succeed at Keuka. Students petitioning the provost and vice president for academic affairs must present a compelling, persuasive letter of appeal. This letter must present a thoughtful educational plan that includes specific academic and career goals and strategies for achieving them. In addition, students should discuss and provide evidence of

having achieved all of the following conditions (or others not listed) that apply to their individual situation:

a. course work completed with a grade of C or higher at another accredited institution of higher education (a minimum of two classes; at least one full-time semester preferred);

b. intellectual development and academic preparedness through other means than traditional, credit-bearing academic courses, such as private tutoring, remedial course work, academic skills workshops, work experience, etc.;

c. maturity, responsibility, personal growth and development through work, community service, family care-giving or other means;

d. having sought and received personal and/or academic testing and/or counseling;

e. changes in personal circumstances that adversely affected prior performance.

Students who successfully complete course work at another college increase their chances for reinstatement.

Students may also want to present letters of recommendation from individuals who can attest to their readiness to regain good academic standing and successfully complete a baccalaureate degree at Keuka College.

Suspension and Financial Aid

The probation and suspension policies governing attendance at Keuka also affect eligibility for financial aid. For purposes of financial aid a student on academic probation is considered in "good academic standing" and is therefore eligible for financial aid. A student who continues at Keuka after having been reinstated from suspension on appeal is **not** eligible for financial aid **unless** mitigating circumstances (e.g., student illness, death in the family) are found to have caused the academic deficiencies in the previous semester. A student with documented mitigating circumstances is considered to be making "satisfactory academic progress" and therefore remains eligible for financial aid. However, a student unable to prove mitigating circumstances is not considered to be making satisfactory academic progress, and is therefore ineligible to receive federal and institutional aid.

Documentation of mitigating circumstances should accompany the student's appeal of suspension to the provost and vice president for academic affairs. The decisions regarding attendance at Keuka and eligibility for financial aid are separate. The office of academic affairs can provide students and advisers with information on these policies and procedures.

Resumption of Study from a Leave of Absence

All students who have taken a voluntary leave of absence will be allowed to resume taking classes upon submission of a letter to the registrar as long as the request comes within the allowed two semesters.

Students return to the College under the same academic status they departed. Students placed on academic probation prior to their leave of absence are still considered on probationary status upon their return.

Academic Dishonesty

Keuka College expects students to fulfill academic assignments independently and honestly, including all matters related to Field Period. Any cheating, plagiarism, or other forms of academic dishonesty at Keuka College will be penalized, with sanctions ranging from an F on a specific assignment to expulsion from the College.

Students should refer to the *Student Handbook* for a complete statement of the College's policy on academic dishonesty. The statement defines plagiarism and cites other forms of unacceptable academic behavior, explains how charges of academic dishonesty are brought against a student, and describes the procedures for appealing a formal charge of academic dishonesty.

The College expects all students to be familiar with this important policy and related procedures.

Class Attendance Policy and Student/Faculty Responsibilities

Students are expected to fulfill all requirements and obligations of courses in which they are registered.

It is the prerogative of each individual instructor, discipline, faculty, or division to determine the importance of class attendance. Any instructor who elects to have a class attendance policy will set forth the policy for that term in the course syllabus.

If students are absent because of illness or family emergencies, it is their responsibility to notify the registrar's office in advance, if at all possible. This notification does not constitute an excused absence; it is the student's responsibility to consult with his/her instructor(s) upon return about completing missed work. The instructor has final authority in these matters.

Absences might also occur because of planned events. Keuka College students are encouraged to participate in activities outside of the classroom, yet these activities may conflict with class times. Students are responsible for consulting with instructors in advance to ascertain whether the absence will be allowed, for submitting all written work on time, and for arranging reasonable makeup times and methods. Although instructors may wish to facilitate student participation in these activities, the nature of courses, laboratories, and practicum experiences may require that students attend class in order to better assure successful completion of the course. The instructor has the final authority in these matters.

Student Records

Keuka College complies with the Family Educational Rights and Privacy Act of 1974 (referred to as the "Buckley Amendment"), establishing the right of students to inspect and review their educational records and providing guidelines for the correction of inaccurate or misleading data. This Act authorizes the release of information only with the written consent of the student.

Release of Academic Records

The Family Educational Rights and Privacy Act of 1974 protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides

guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education, and Welfare, 230 Independence Avenue, S. W., Washington, DC 20201, concerning alleged failures by the institution to comply with the Act.

Keuka will not disclose personally identifiable information from the educational records of a student without the prior written consent of the student, except as permitted by the Act and specified in the College's statement of policy.

The College designates the following as Directory Information and will release it without consent unless the student has informed the registrar's office (registrar@mail.keuka.edu) in writing that he/she does not wish it to be so designated: student's name, local and home address, telephone number, date and place of birth, student's schedule, attendance, class year, and major field of study; name, home address, and telephone number of parents/guardians; officially recognized activities and sports; degrees and awards received, including Dean's List; and the most recent previously attended educational agency or institution. If the student does not wish any or all of this information released without his/her prior consent, he/she must notify the registrar's office by the end of the second week of the fall semester. In the absence of a negative response, the College will release this information when appropriate.

Copies of the Keuka College policy and procedures can be obtained from the registrar's office. Questions concerning the Family Educational Rights and Privacy Act may be referred to the registrar's office. Keuka College directs the grades of individual students to the student unless a waiver of these rights is signed by the student. Parents may receive access to records regardless of student consent if a student is listed as a deductible dependent for income tax purposes. Keuka College will furnish grades to the parents if the Parent's Statement of Student Dependency has been filed with the registrar's office. The College reserves the right to contact a student's parents or guardians when, in the opinion of the College, the notification is necessary to protect the well-being of the student or others.

Transcripts are released only after the student makes a request in writing. Transcripts are not released until all debts to Keuka College are paid.

Exceptions to Academic Policy

The associate dean for academic programs is responsible for the implementation of academic policies, including determination of academic standing and exceptions. If a student wishes to appeal a decision made by the office of academic affairs, an appeal should be submitted in writing to the chairperson of the Instruction Committee of the faculty. (Please refer to the *Student Handbook* for more information.)

Retention of Students

Since 1994, Keuka's average freshman and sophomore retention rate has been 72 percent.

EXPERIENTIAL EDUCATION

In keeping with Keuka's mission, the experiential education office assists faculty and students in the promotion and integration of each student's intellectual, social, personal, physical, and spiritual development. Programs administered from this office include Field Period, Student Employment, Career Services, Community Service, and TeamWorks! The Birkett Mills/Keuka College Challenge Experience.

Field Period

The Keuka College Field Period provides students the opportunity to link academic learning with hands-on experiences. This integration and synthesis of theoretical and applied learning provide a rich, real-world laboratory for student growth and learning. Through Field Periods students can test academic principles, investigate diverse environments or cultures, raise awareness of social responsibilities, explore and develop career possibilities, enhance their cultural understanding of the world, and grow personally. Field Periods help students become active, self-directed, and, ultimately, lifelong learners.

Field Periods are a minimum of 140-hour experiences done each year by all students scheduled traditionally during the month of January or during the summer months. They involve self-initiated placement, an intensive experience, and multi-faceted evaluation. The faculty supports and works closely with students in planning, preparation, and evaluation of Field Period. However, it is ultimately the student who is responsible for the success of the experiential learning.

Through Field Period, opportunities exist for individual or group placements, career experience, service learning, travel or cultural study. Field Periods have been accomplished in small and large organizations, rural and metropolitan areas, from New York to Israel to Russia, from Latin America to London. Field Period opens the world to Keuka students.

Field Period Opportunities

Individual Experiences

Each student consults with a faculty member to establish individual learning objectives, evaluation methods, and standards. Students are required to keep a journal, prepare a written and oral presentation, and demonstrate learning and accomplishments via a customized evaluation tool. The experiential education office provides orientation sessions on Field Periods and assists students in locating sites through a computerized database, web searches, consultations, networking and hard copy resources.

Group Field Period Experiences

Off–campus group activities provide students with the opportunity to experience diverse environments and cultures, led by a Keuka College faculty member. They also provide experience with group dynamics and collaborative learning. Students work with the faculty sponsor to establish individual learning objectives and evaluation methods and standards. Students are required to attend a series of seminars prior to the experience and are required to keep a journal, prepare a written and oral presentation, and demonstrate learning and accomplishments via a customized evaluation tool.

Prior Experiential Learning (PEL) Field Period Experiences

PELs provide a framework for the assessment of learning and the awarding of academic credit based on a student's synthesis of prior non-collegiate experiences and academic theory. Student must be out of high school for four or more years or have four or more years of interruption in post-secondary education and be a matriculated Keuka College student. A student must have no more than six credit hours to complete in the core curriculum. Prior non-collegiate experiences that can be considered include employment, community service, cultural activities, travel, or independent research. An eligible student works with a faculty Field Period evaluator to assess and critically analyze the learning for which Field Period credit is sought. A critical essay, extensive portfolio documenting the experience, and discussion are required.

At least one Field Period must be completed as an individual or group experience.

Field Period Policies and Procedures

Some major programs may require students to complete one or two Field Periods within the discipline. The Keuka College Student Experiential Learning and Field Period Handbook contains information about registration, requirements for credit and grading, and hints for an enhanced learning experience.

Student Employment

The Student Employment Program helps students practice and learn valuable work-related skills and helps them meet their educational and personal expenses while at Keuka. Program staff serve as mentors for both students and work supervisors to enhance the student's job skills competence and to help the student develop a sound foundation for a successful career. A wide range of work study jobs are available to students each semester.

Career Services

Career advising, workshops, seminars, web searches, assessment and software, and career fairs are offered to help define and achieve academic and career goals. The career library and computer resources contain information to help identify career and academic alternatives, or for assistance on job searches. Information is available to assist students in researching and applying for graduate study as well. Individual advising sessions are available.

Community Service

As part of the College's mission, it seeks to foster its students' academic and personal development, providing them with a foundation for a lifetime of learning, service, and leadership. The experiential education office houses a student-initiated Community Service Resource Center. This center acts as a centralized resource for students seeking community service opportunities off- campus.

TeamWorks! The Birkett Mills/Keuka College Challenge Experience

TeamWorks! The Birkett Mills/Keuka College Challenge Experience provides students with co- and extra-curricular opportunities for experiential learning in a safe environment. The program sessions take place on the TeamWorks! site, located west of Davis Hall in Sunset Woods. Highly trained facilitators plan, design and implement TeamWorks! programs for many Keuka College groups and for outside organizations. Low and high ropes programs, featuring 48 elements, provide the basis for TeamWorks! programs. Each element offers a distinct challenge that can only be met when participants pool their physical and mental talents. But the actual mastering or completion of an element is not as important as the element itself. What is important is that TeamWorks! participants come away with the ability to transfer what they learned in the program to real-life situations in school, work and home. They also gain a better understanding of themselves and their teammates.

The first TeamWorks! program for Keuka students occurs during Freshman Transition Week, when all freshman students participate in a one-day session designed especially for them. Later during their Keuka years, students may participate in TeamWorks! programs as part of academic course assignments, with a club or athletic team, or simply with a group of friends. There is no charge for use of TeamWorks! by Keuka College students.

Keuka College students and alumni make up the majority of TeamWorks! facilitators. New staff train each spring and students are encourage to apply. Students use TeamWorks! facilitation as Field Periods, work-study jobs, and for personal and professional development. No matter what major a student chooses, she or he will gain valuable skills in interpersonal communication, leadership and creative problem solving while serving as a TeamWorks! facilitator.

CORE CURRICULUM

All students are required to complete the core curriculum, which provides a liberal arts foundation for the remainder of their education. Students who have previously earned a bachelor's degree are exempt from the core curriculum. The Basic Skills section of the core curriculum encourages the development of techniques and abilities fundamental to a modern college education. The Distribution Requirements provide students with an overview of the liberal arts disciplines. EXP 101 and INS 301 introduce and conclude students' experiences with the core curriculum. EXP 101 is required of all freshmen during their freshman year. INS 301 is normally taken after all other core courses are completed and is required of all students.

In planning a program with their advisers, new students are encouraged to include an introductory course in their major. This provides the opportunity to experience and explore their choice early in their college career. The core requirements may overlap with requirements for students' majors.

Students are responsible for fulfilling core requirements in effect at the time of their matriculation. If requirements change during their attendance, they may elect to fulfill the new, rather than the

old, requirements. If a student leaves the College and is later readmitted, the new requirements for the projected graduation year will be in effect.

With the exception of INS 301, core curriculum courses should be taken primarily during the first two years of college, if possible.

Core Curriculum Requirements

Basic Skills Credits

COMPOSITION 6

ENG 110 College English I
ENG 112 College English II

PHYSICAL ACTIVITY 3

PE 140 Design for Active Living

Distribution Requirements

MATHEMATICS 3

MAT 102 College Algebra
MAT 105 Pre-Calculus
MAT 106 Calculus I
SS 231 Statistics for Social Sciences

NATURAL SCIENCES 4

BIO 202 Human Biology
BIO 203 Anatomy and Physiology I
CHM 111 General Chemistry
ENV 105 Environmental Science
PHY 201 General Physics I

PSYCHOLOGY or SOCIOLOGY 3

PSY 101 Introductory Psychology
PSY 123 Introductory Human Development
SOC 101 Introduction to Sociology

HISTORY 3

HIS 113 Western Civilization I
HIS 114 Western Civilization II
HIS 115 Europe and the World
HIS 120 United States History to 1877
HIS 121 United States History from 1877 to Present

POLITICAL SCIENCE 3

POL 120 American Government
POL 130 State and Local Government
POL 140 World Politics
POL 311 Political Development: Latin America
POL 312 Political Development: Africa
POL 313 Political Development: Asia

PHILOSOPHY AND RELIGION 3

PHL 101 Introduction to Philosophy
PHL 115 Ethics
REL 103 Introduction to Religion

LITERATURE 3

ENG 118 Poems, Plays, and Prose
ENG 208 Form in Literature
ENG 209 Topics in World Literature
ENG 210 Traditions of Literature

FINE ARTS 3

ART 101 Art, Meaning, and Media
ART 201 History of Western Art
DAN 101 Introduction to Dance
MUS 101 Music Appreciation
THR 101 Introduction to Theatre and Drama

INTEGRATIVE STUDIES 4

EXP 101 Experiential Learning
INS 301 Integrative Studies II (Topic)

ACADEMIC DIVISIONS

Basic and Applied Social Science

Majors

Criminology and Criminal Justice
Political Science and History
Psychology
- Concentration in Child and Family Studies
- Concentration in Developmental Disabilities
- Concentration in Forensic Psychology

Adolescent Social Studies **
Sociology
- Concentration in Applied Sociology
- Concentration in Criminology and Criminal Justice
- Concentration in Sociological Practice

Minors

Criminology and Criminal Justice
Gerontology (interdisciplinary)
Political Science and History
Pre-law
Psychology
Sociology

Business and Management

Majors

Accounting
Management
- Concentration in Accounting
- Concentration in Entrepreneurship
- Concentration in Food, Hotel and Resort Management
- Concentration in Human Resource Management
- Concentration in Marketing
- Concentration in Sports Management
- Marketing

Minors

Management

Education and Social Work

Majors

Adolescent American Sign Language **
Adolescent Biology **
Adolescent English **
Adolescent Mathematics **
Adolescent Social Studies **
Social Work
Childhood/Special Education *
- Elementary Curriculum Concentration
  - Emphasis in American Sign Language
  - Emphasis in Communication
  - Emphasis in English
  - Emphasis in Family and Child Studies
  - Emphasis in Global Studies
  - Emphasis in Mathematics
  - Emphasis in Science
  - Emphasis in Spanish

Early Childhood/Special Education *
- Elementary Curriculum Concentration
  - Emphasis in American Sign Language
  - Emphasis in Communication
  - Emphasis in English
  - Emphasis in Family and Child Studies
  - Emphasis in Global Studies
  - Emphasis in Mathematics
  - Emphasis in Science
  - Emphasis in Spanish

Minors

Education
Gerontology (interdisciplinary)

Humanities and Fine Arts

Majors

American Sign Language
Adolescent American Sign Language **
English
- Concentration in Writing/Communication
- Concentration in Creative Writing

Adolescent English **
Organizational Communication
Theatre and Drama
Visual and Verbal Arts

Minors

American Sign Language
Applied Computer Applications
Art
Creative Writing
English
Organizational Communication
Spanish and Area Studies
Theatre and Drama

Natural Sciences, Mathematics, and Physical Education

Majors

Biochemistry
Biology
- Concentration in Biomedical Studies
- Concentration in Organismal Biology

Adolescent Biology **
Clinical Science
Environmental Science
Mathematics
Adolescent Mathematics **
Medical Technology

Minors

Biology
Chemistry
Mathematics

Nursing

Majors

Nursing

Minors

Gerontology (interdisciplinary)

Occupational Therapy

Majors

Occupational Therapy

Minors

Gerontology (interdisciplinary)

* *1-6 and Special Education Certification*
** *Secondary Certification*

DIVISION OF BASIC AND APPLIED SOCIAL SCIENCES

Chair: Steve Hallam, Ph.D.

Basic and Applied Social Sciences is an interdisciplinary division consisting of criminology and criminal justice, history, political science, psychology, sociology, and social studies 7-12. Each discipline retains autonomy, although interdisciplinary interaction both inside and outside the division is encouraged. Courses within each discipline are intended to provide a basic foundation in each major and to complement offerings in the various disciplines.

Political Science and History

The program in political science and history emphasizes exploration of the heritage of western civilization as it relates to the values and policies of current governments throughout the world, the interaction between western and non-western values, and politics in a rapidly changing and interdependent global environment. Students are prepared for graduate study or law school, as well as for employment in areas of social science specialization, such as political and historical research, public relations, interest-group and political party activity, or other related employment opportunities. Students are given analytical tools and provided in-depth knowledge in four subfields of the major: Europe and the world, American society and government, foreign affairs and international relations, and public policy and administration. In addition to campus activities, students are encouraged to participate in the National Model United Nations; the Washington Semester program; the New York State Assembly intern program; local, state, or federal internships; and academic study abroad.

Requirements for a Major in Political Science and History

ECO	210	Principles of Macroeconomics	3
HIS	115	Europe and the World*	3
HIS	120	United States History to 1877*	3
HIS	121	United States History from 1877 to Present*	3
HIS	250	Political and Historical Analysis	3
HIS	321	Topics: 20th Century North American History	3
POL	140	World Politics*	3
POL	231	Public Administration in a Democratic Society	3
POL	325	The American Presidency	3
POL	440	Global Studies Seminar	3
Nine additional semester credits in political science and history, at the 300-400 level.			9
TOTAL CREDITS			39

**Meets College core requirements.*

Minor in Political Science and History

A minor in political science and history requires satisfactory completion of Political and Historical Analysis (HIS 250) and 15 additional semester credits from the offerings in political science and history.

Requirements for a Minor in Pre-Law

At Keuka, there has been a pre-law advisory system for years that has succeeded in placing nine of every ten pre-law students in law schools of their choice. The advisory system includes a well developed growth plan utilizing field period placements in law offices, with district attorneys, public defenders, and other organizations in the criminal justice system. Pre-law students need to develop their writing, critical thinking,

and analytic reasoning skills as well as their base of knowledge of the evolution and content of the legal system in the United States. The courses recommended in the list below are the minimal recommendations: we work with students one-on-one to develop a four year curriculum best suited to their interest and goals.

CRM	101	Introduction to Criminal Justice	3
CRM	312	Predatory Crime and Violence	3
Or			
CRM	322	White Collar and Corporate Crime	3
POL	120	American Government	3
POL	321	Constitutional Law: Civil Liberties and Rights	3
POL	340	International Law and Organization	3
Or			
BUS	202	Legal Environment of Business	3
ENG	219	Writing Expository Prose	3
FP	290	Field Period experience related to the legal profession	3
TOTAL CREDITS			21

Social Studies 7-12

Students majoring in social studies 7-12 prepare for careers in teaching social studies at the junior and senior high school level. The program offers a firm grounding in history, political science, education, and related courses for students who become professional educators in adolescence social studies. Requirements can be found under "Requirements for Secondary Education," as described in the education section.

Psychology

Psychology is the scientific and systematic study of behavior from a variety of perspectives. Through examination of the interaction among environmental and internal forces acting on human development and functioning, students gain a better appreciation of themselves and others. Courses are oriented to theoretical, research, and applied considerations. The introductory course surveys the major areas. Advanced courses and seminars provide more detailed examination of behavioral and developmental issues. Independent studies, Field Periods, and special courses facilitate the application of theoretical knowledge to practical concerns. Emphasis is placed on research methodology and formal communication skills consistent with the scientific basis of the field. Majors are encouraged to develop independent thought by participating in research projects and other investigatory work.

The psychology major allows considerable flexibility to develop a sequence of study that reflects the student's personal interests, abilities, and plans for the future. By working closely with faculty advisers, other faculty members, and the experiential education office, students can effectively prepare for employment or for further education or training. The program provides a solid background for graduate study leading to careers in such applied areas as clinical, school, and counseling psychology, and teaching and research.

Requirements for a Major in Psychology

Psychology majors have the option to design their course of study to pursue one of three concentrations in the field. The concentration in child development and family studies gives psychology majors an opportunity to study in-depth factors that influence the development of children. The concentration is intended

for those who anticipate working with children in non-educational settings and those intending to pursue graduate studies in areas related to services for children.

The concentration in developmental disabilities prepares psychology majors for entry-level positions, working with individuals who exhibit mental retardation and other developmental disabilities. The program familiarizes students with the etiology of these disabilities, and the residential, employment, and other services necessary for their support.

The concentration in forensic psychology allows psychology majors opportunities to explore different aspects of psychology and the law. Among other topics, this concentration explores the issues involved in helping judges decide if a parent should have custody of a child or if a defendant is competent to stand trial. This concentration also allows students to examine the psychological reasons for the actions of criminals.

Psychology Major - Required Courses

PSY	101	Introductory Psychology*	3
PSY	227	Social Psychology	3
PSY	232	Experimental Methodology	3
PSY	249	Infancy and Early Childhood	3
PSY	328	Personality Theory and Dynamics	4
PSY	333	Physiological Psychology	3
PSY	360	Junior Research Seminar	3
PSY	426	Systems and Issues in Psychology	3
PSY	450	Senior Research Seminar	3
SS	231	Statistics for Social Sciences*	3
Six additional hours in psychology			6

Psychology Major - Elective Courses

Choose one of the following three courses:

PSY	238	Adolescent Psychology	3
PSY	250	Development in Middle Childhood	3
PSY	251	Psychology of Adulthood and Aging	3

Choose one of the following two courses:

PSY	325	Learning and Cognitive Processes	3
PSY	335	Psychology of Motivation	3
TOTAL CREDITS			43

**Meets College core requirements.*

Concentration in Child and Family Studies - Required Courses

Required Courses in Psychology Major			**43**
EDU	105	Diverse Learners	3
COM	201	Interpersonal and Group Communication Skills	3
PSY	238	Adolescent Psychology	3*
PSY	250	Development in Middle Childhood	3*
PSY	323	Topics in Developmental Psychology	3*
PSY	329	Psychological Tests and Measures	3*
SOC	101	Introduction to Sociology	3
SOC	344	Sociology of the Family	3
One Field Period in an applied setting			3

Choose one of the following courses:

SWK	250	Substance Abuse in Families	3
SWK	331	Youth Services Delivery Systems	3

Choose one of the following courses:

EDU	209	Early Childhood Perspectives on Disabilities	3
EDU	210	Perspectives on Disabilities I	3
EDU	211	Perspectives on Disabilities II	3

**Fulfills elective/distribution requirement for psychology major.*

TOTAL CREDITS 70

Concentration in Developmental Disabilities - Required Courses

Required Courses in Psychology Major			**43**
DD	398	Practicum in Developmental Disabilities	3
EDU	105	Diverse Learners	3
EDU	209	Early Childhood Perspectives on Disabilities	3
EDU	210	Perspectives on Disabilities I	3
EDU	211	Perspectives on Disabilities II	3
PSY	250	Development in Middle Childhood	3*
PSY	323	Topics in Developmental Psychology	3*
PSY	329	Psychological Tests and Measures	3*
PSY	350	Behavior Modification	3
One Field Period in an applied setting relevant to developmental disabilities			3

**Fulfills elective/distribution requirement for psychology major.*

TOTAL CREDITS 67

Concentration in Forensic Psychology- Required Courses

Required Courses in Psychology Major			**43**
CRM	101	Introduction to Criminal Justice	3
CRM	202	Crime, Deviance and Social Control	3
CRM	301	Criminal Law	3
CRM	302	Criminology Theory and Methods	3
POL	321	Constitutional Law	3
PSY	329	Psychological Tests and Measures	3
PSY	336	Abnormal Psychology	3
PSY	440	Forensic Psychology	3
SOC	101	Introduction to Sociology	3
SOC	302	Ethnic Diversity	3

Choose one of the following courses:

CRM	312	Predatory Crime and Violence	3
CRM	323	Juvenile Delinquency	3
CRM	332	White Collar and Corporate Crime	3

Choose one of the following courses:

POL	120	American Government	3
POL	130	State and Local Government	3

TOTAL CREDITS 73

Requirements for a Minor in Psychology

Choose one of the following two courses:

PSY	101	Introductory Psychology*	3
PSY	123	Introductory Human Development*	3

Six additional psychology courses, at least three of which are at the 300 level or higher 18

TOTAL CREDITS 21

**Meets College core requirements.*

Sociology

The sociology program stresses both traditional liberal arts and career education through a general sociology major and a concentration in criminology. The program provides understanding of social relationships through stability and change, as well as conflict and cooperation among persons, groups, organizations and communities. This major is designed to make students into independent thinkers with a clear understanding of real-life situations, and the ability to apply knowledge to reducing and resolving social problems. Field Period placements in settings of interest to the student are an important part of the sociology program.

Career opportunities are available in virtually any vocation that involves working with people. Examples include the areas of juvenile services, social planning and policy-making, personnel management, public and industrial relations, probation, law enforcement, community action, and social research. The program also prepares students for graduate study in sociology and such related fields as counseling, administration, law,

applied social research, and social work. The sociology major may be completed with either a general major or a concentration in criminology. A sociology minor is also available.

Requirements for a General Major in Sociology

Sociology Major Core			**15**
SOC	101	Introduction to Sociology*	3
SOC	301	Methods of Social Research	3
SOC	302	Ethnic Diversity	3
SS	231	Statistics for Social Sciences*	3
SS	402	Seminar in Applied Social Science	3

Choose one of the following two courses:

SOC	222	Theories of Power and Inequality	3
SOC	343	Theories of Community and Association	3

Choose one of the following two courses:

SOC	406	Theories of Collective Behavior and Social Movements	3
SOC	407	Micro Social Theory: Mind, Self and Society	3

Choose any five additional courses in sociology 15

TOTAL CREDITS 36

**Meets College core requirements.*

Requirements for a Major in Sociology with a Concentration in Criminology

Sociology Major Core			**15**
SOC	101	Introduction to Sociology*	3
SOC	301	Methods of Social Research	3
SOC	302	Ethnic Diversity	3
SS	231	Statistics for Social Sciences*	3
SS	402	Seminar in Applied Social Science	3

Choose one of the following two courses:

SOC	222	Theories of Power and Inequality	3
SOC	343	Theories of Community and Association	3

Choose one of the following two courses:

SOC	406	Theories of Collective Behavior and Social Movements	3
SOC	407	Micro Social Theory: Mind, Self and Society	3

Criminology Core			**6**
SOC	202	Crime, Deviance and Social Methods	3
CRM	302	Criminology Theory and Methods	3

Four criminology courses from the following: 12

SOC	303	Victimology	3
SOC	311	Organized Crime	3
SOC	312	Predatory Crime and Violence	3
SOC	322	White Collar and Corporate Crime	3
SOC	323	Juvenile Delinquency	3

Experiential Learning 6

CRM	390	Junior Criminology/Criminal Justice Field Period	3
CRM	490	Senior Criminology/Criminal Justice Field Period	3

TOTAL CREDITS 45

**Meets College core requirements.*

Requirements for a Minor in Sociology

Sociology Minor Core			**18**
SOC	101	Introduction to Sociology*	3
SOC	301	Methods of Social Research**	3
SS	231	Statistics for Social Sciences*	3

Choose either one of the following two courses:

SOC	406	Theories of Collective Behavior and Social Movements	
SOC	407	Micro Social Theory: Mind, Self and Society	

Six additional sociology semester credits 6

**Occupational therapy majors may satisfy this requirement through OT 484 Evaluating Change in Human Performance, and psychology majors may satisfy it through PSY 232 Experimental Methodology. In either case, students must still complete at least 18 credit hours in sociology,

including SS 231 Statistics for Social Sciences.
TOTAL CREDITS 18

**Meets College core requirements.*

Criminology and Criminal Justice

This program combines a nucleus of criminology and criminal justice knowledge with the enlightenment of the liberal arts. It aspires to use knowledge from the social sciences to improve our quality and security of life.

Students are prepared for work in areas related to criminal justice, and provided with a strong background in social issues and a sensitive understanding of human problems. As outcomes, graduates may seek entry into a variety of related fields including probation, juvenile services, law enforcement, corrections, paralegal activities, community action groups, private security, and research.

The major includes criminology (the study of crime and criminal behavior) as well as criminal justice (the study of law enforcement courts and corrections), in addition to options in criminalistics (forensic science). Relevant courses in sociology, psychology, political science/law, and statistics are also required. To complement theoretical components, there is an extensive experiential component consisting of two criminology and criminal justice Field Periods and a one-semester internship in the senior year.

Requirements for a Major in Criminology and Criminal Justice

CRM	101	Introduction to Criminal Justice	3
CRM	202	Crime, Deviance, and Social Control	3
CRM	301	Criminal Law	3
CRM	302	Criminology Theory and Methods	3
CRM	401	Internship in Criminology and Criminal Justice	12
PSY	101	Introductory Psychology *	3
PSY	328	Personality Theory and Dynamics	4
PSY	336	Abnormal Psychology and Psychopathology	3
SOC	101	Introduction to Sociology *	3
SOC	302	Ethnic Diversity	3
SS	231	Statistics for Social Sciences *	3
SS	402	Seminar in Applied Social Science	3

Choose one of the following two courses:

POL	120	American Government *	3
POL	130	State and Local Government *	3

Choose one of the following two courses:

POL	321	Constitutional Law: Civil Liberties and Rights	3
POL	344	Legislative Process and Behavior	3

Choose one of the following two courses:

SOC	406	Theories of Collective Behavior and Social Movements	3
SOC	407	Micro Social Theory: Mind, Self and Society	3

Issues in Criminal Justice (choose two of the following four courses):

CRM	211	Relations of Law Enforcement	3
CRM	221	Criminal Investigation	3
CRM	231	Courts, Prosecution, and Defense	3
CRM	232	Punishment, Treatment, and Corrections	3
CRM	234	Juvenile Justice	3
CRM	295	Introductory Topics in Criminal Justice	3

Issues in Criminology (choose two of the following six courses):

CRM	303	Victimology	3
CRM	311	Organized Crime	3
CRM	312	Predatory Crime and Violence	3
CRM	322	White Collar and Corporate Crime	3

CRM	323	Juvenile Delinquency	3
CRM	395	Intermediate Topics in Criminology	3

Field Periods (two in criminology and criminal justice settings):

CRM	390	Junior Criminology and Criminal Justice Field Period	3
CRM	490	Senior Criminology and Criminal Justice Field Period	3
TOTAL CREDITS			75

**Meets College core requirements.*

Requirements for a Minor in Criminology and Criminal Justice

CRM	101	Introduction to Criminal Justice	3
CRM	202	Crime, Deviance, and Social Control	3
CRM	302	Criminology Theory and Methods	3
CRM	390	Junior Criminology and Criminal Justice Field Period**	3
SOC	101	Introduction to Sociology*	3

Choose one of the following six courses:

CRM	211	Relations in Law Enforcement	3
CRM	221	Criminal Investigation	3
CRM	231	Courts, Prosecution, and Defense	3
CRM	232	Punishment, Treatment, and Corrections	3
CRM	234	Juvenile Justice	3
CRM	295	Introductory Topics in Criminal Justice	3

Choose one of the following four courses:

CRM	303	Victimology	3
CRM	311	Organized Crime	3
CRM	312	Predatory Crime and Defense	3
CRM	322	White Collar and Corporate Crimes	3
CRM	323	Juvenile Delinquency	3
CRM	395	Intermediate Topics in Criminology	3

Choose one additional CRM course 3

* *Meets College core requirement.*

** *In consultation with their advisers and the criminology and criminal justice faculty, social work majors may satisfy this requirement through the social work Field Period (either SWK 390 or SWK 490) if it has a criminology and criminal justice emphasis.*

DIVISION OF BUSINESS AND MANAGEMENT

Chair: Ann Tuttle, M.B.A.

The Division of Business and Management strives to prepare its students for success in a wide range of business environments or graduate school. Each major in the program provides a solid foundation in management, computer systems, accounting, human resources, financial analysis, marketing, and strategic planning. Our aim is to provide students with marketable skills that make their transition into the business world or graduate school as efficient and successful as possible.

Keuka's Field Period adds particular value to business and management graduates by integrating four hands-on work experiences into their educational development. Students put into practice what they have learned in the classroom while they create a network of useful contacts and acquire experience for their resumes.

For students considering advanced degrees (over one-third of current graduates), Keuka College has also developed special relationships with area graduate schools. Agreements with Clarkson University and Rochester Institute of Technology (R.I.T.) allow graduates within the Division of Business Management to earn a Clarkson or R.I.T. M.B.A. with one year of additional study. Keuka offers its own MSM program for students age 25 or older.

TECHNIQUES

- Hands-on computer training with state-of-the-art software
- Group and individual problem-solving
- Team-building exercises
- Emphasis on communication skills
- Case studies and simulation exercises
- Supervised Field Periods and internships
- Multi-media presentations
- Field trips
- Accessible and experienced faculty
- Guest speakers
- Small class sizes
- S.I.F.E. (Students in Free Enterprise)

ACTIVITIES

- Entrepreneurial opportunities within S.I.F.E. (Students in Free Enterprise)
- Site visits to local and regional manufacturers and service companies
- Winery industry field trips
- Senior Class Commemorative Wine project
- Leadership lectures by visiting CEOs
- Website development projects
- Trips to national industry trade shows and conferences
- International Business Program in China

MAJORS

MANAGEMENT MAJOR

The management major is an introduction to all management functions. In order to receive a degree in management, students must successfully complete the division core requirements, the management major requirements, and 15 additional credit hours taken within the Division of Business and Management, of upper-level coursework.

Division Core Requirements

ACC	101	Accounting I: Financial Accounting	3
ACC	102	Accounting II: Managerial Accounting	3
BUS	101	Introduction to Business and Society	3
BUS	202	Legal Environment of Business	3
BUS	444	Strategic Management	3
CMP	120	Introduction to Computer Systems	3
ECO	210	Principles of Macroeconomics	3
ECO	211	Principles of Microeconomics	3
FIN	312	Financial Management	3
HRM	208	Human Resources Management	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences*	3

**Meets College core requirements.*

Management Major Requirements

BUS	330	Operations and Production Management	3
MAT	102	College Algebra	3

MANAGEMENT MAJOR with a CONCENTRATION

Students may choose to develop special expertise by concentrating in accounting, hospitality, human resources management, marketing, entrepreneurship, or sports management. In order to graduate with a management major with a concentration, a student must satisfy the division core and management major requirements listed above and the additional requirements for each area of concentration as listed below.

Human Resources Management

The human resources management concentration is designed to provide students with an understanding of human resources planning and development, recruitment, interviewing and selection, performance appraisal, labor negotiations, and collective bargaining in a variety of settings such as government agencies, health care institutions, nonprofit organizations, as well as private, industrial, and service-based businesses.

In order to receive a degree in management with a concentration in human resources management, students are required to take 15 credit hours from the following courses:

HRM	310	Industrial Labor Relations	3
HRM	320	Human Resources Training and Development	3
HRM	330	Wage and Salary Scale Development	3
HRM	399	Independent Study	1-3
HRM	440	Senior Seminar in Human Resources Management	3
MGT	345	Organizational Behavior	3
or			
PSY	337	Organizational Psychology	3
PSY	227	Social Psychology	3
PSY	329	Psychological Tests and Measures	3
PSY	328	Personality Theory and Dynamics	4
SOC	241	Sociology of Leisure and Recreation	3
SOC	321	Sociology of Women and Work	3
SOC	333	Mind, Self, and Society	3
SOC	442	Associations	3
MGT	450	Management Internship	1-15

Accounting

The accounting concentration offers a breadth of courses that allows a student to pursue a career in producing and/or analyzing financial information. All of the upper-level courses have computer applications integrated in the course to provide practical application of the material in addition to the theoretical knowledge obtained in the classroom.

In order to receive a degree in management with a concentration in account-

ing, students are required to take 15 credit hours from the following courses:

ACC	201	Intermediate Accounting I	3
ACC	202	Intermediate Accounting II	3
ACC	295	Introductory Topics in Accounting	3
ACC	301	Cost Accounting I	3
ACC	302	Cost Accounting II	3
ACC	320	Accounting for Nonprofit Organizations	3
ACC	351	Advanced Accounting	3
ACC	399	Independent Study	1-3
ACC	401	Auditing	3
ACC	402	Computer Auditing Applications	3
ACC	411	Income Tax Accounting I	3
ACC	412	Income Tax Accounting II	3
ACC	495	Advanced Topics in Accounting	1-3
MGT	450	Management Internship	1-15

Entrepreneurship

The entrepreneurship concentration is designed to provide students with a foundation in starting their own business. A variety of areas including marketing, accounting, and finance are covered to prepare students for the capstone course, Entrepreneurship. In this course, students will run their own micro enterprise, the Keuka College commemorative wine project.

In order to receive a degree in management with a concentration in entrepreneurship, students are required to complete 15 credit hours from the following courses:

Accounting course (choose one):

ACC	301	Cost Accounting	3
ACC	411	Income Tax Accounting	3

Marketing course (choose one):

MKT	320	Public Relations	3
MKT	330	Sales Management	3
MKT	360	Retail Marketing	3
MKT	370	Consumer Behavior	3

Communications or Computer Course (choose one):

CMP	335	Webpage Design	3
CMP	350	Desktop Publishing	3

Management (required course):

MGT	351	Small Business Management	3

Entrepreneurship course (required course)

BUS	410	Entrepreneurship	3

Food, Hotel and Resort Management

The food, hotel and resort management concentration is designed to provide students with the skills necessary to pursue career opportunities in the lodging, resort, restaurant, travel and service industry. In order to receive a degree in management with a concentration in food, hotel and resort management, students are required to complete the following courses:

FHR	220	Lodging Management	3
FHR	340	Food Services Management	3
FHR	320	Operational Analysis and Control	3
FHR	380	Wines and Beverage Management	3
MGT	440	Services Marketing and Management	3
TOTAL CREDITS			15

Marketing

The marketing concentration is designed to provide students with an in-depth understanding of marketing that will complement the student's management major. Upon completion, the student will be more competitive in the job market and a better manager of marketing functions once employed.

In order to receive a degree in management with a concentration in market-

ing, students are required to take 15 credit hours from the following courses:

MKT	250	Principles of Advertising I	3
MKT	251	Principles of Advertising II	3
MKT	310	New Product Plan/Development	3
MKT	320	Public Relations	3
MKT	330	Sales Management	3
MKT	340	International Marketing	3
MKT	350	Marketing for Non-profit Orgs.	3
MKT	360	Retail Marketing	3
MKT	370	Consumer Behavior	3
MKT	399	Independent Study	1-3
MKT	430	Market Research	3
MKT	440	Marketing Management	3
MGT	450	Management Internship	1-15

Sports Management

The sports management concentration is designed to provide students with an opportunity to pursue a career in the management of amateur, collegiate, and professional sports organizations as well as opportunities in sports marketing, communications, and public relations. In order to receive a degree in management with a concentration in sports management, students are required to complete the following:

SPS	100	Introduction to Sports Management	3
SPS	201	Sports Management I	3
SPS	301	Sports Management II	3
SPS	401	Senior Project	3

Complete one of the following courses:

COM	301	Organizational Communication	3
COM	320	Writing for Professionals	3
COM	350	Desktop Publishing	3
COM	399	Independent Study	3
COM	401	Senior Practicum in Communication	3
MKT	310	New Product Planning and Development	3
MKT	320	Public Relations	3
MKT	330	Sales Management	3
MKT	340	International Marketing	3
MKT	350	Marketing for Non-Profit Organizations	3
MKT	360	Retail Marketing	3
MKT	370	Consumer Behavior	3
MKT	399	Independent Study	3
MKT	430	Marketing Research	3
MKT	440	Marketing Management	3
MKT	495	Advanced Topics in Marketing	3
TOTAL CREDITS			15

ACCOUNTING MAJOR

The accounting major provides a career-oriented educational opportunity with a firm foundation in the liberal arts and a current body of knowledge in business and economics. This major offers the necessary preparation for a wide range of business and accounting environments, or for admission into graduate school.

The program is registered by the New York State Department of Education as licensure-qualifying. Graduates of the program meet the educational requirements for admission to the public accountancy licensing examination.

In order to receive a degree in accounting, students must successfully complete the division core requirements and the accounting major requirements listed below.

Division Core Requirements

ACC	101	Accounting I: Financial Accounting	3
ACC	102	Accounting II: Managerial Accounting	3
BUS	101	Introduction to Business and Society	3
BUS	202	Legal Environment of Business	3
BUS	444	Strategic Management	3
CMP	120	Introduction to Computer Systems	3
ECO	210	Principles of Macroeconomics	3

ECO	211	Principles of Microeconomics	3
FIN	312	Financial Management	3
HRM	208	Human Resources Management	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences	3

Accounting Major Requirements

ACC	201	Intermediate Accounting I	3
ACC	202	Intermediate Accounting II	3
ACC	301	Cost Accounting I	3
ACC	351	Advanced Accounting	3
ACC	401	Auditing	3
ACC	411	Income Tax Accounting	3
BUS	302	Advanced Business Law	3
BUS	330	Operations and Production Management	3
MAT	102	College Algebra *	3

**Meets College core requirements.*

Choose one of the following four courses:

ACC	302	Cost Accounting II	3
ACC	320	Accounting for Non-profit Orgs.	3
ACC	402	Computer Auditing	3
ACC	412	Income Tax Accounting II	3

Choose one of the following two courses:

FIN	313	Financial Institutions	3
FIN	320	Investments	3

An additional 11-17 hours in the liberal arts and sciences are required beyond the major requirements listed above and the College core. This additional requirement is necessary in order to bring the total credit hours taken in the liberal arts and sciences up to 60 as mandated for all accounting programs by the New York State Department of Education.

MARKETING MAJOR

The marketing major offers general study in a variety of marketing-related areas. It prepares students to be effective problem-solvers in an ever-changing, competitive marketplace. This major, in conjunction with the Keuka Field Period program, provides students with the education and experience necessary for pursuing marketing careers in the areas of advertising, public relations, marketing research, retail marketing, professional sales, and general marketing management.

In order to receive a degree in marketing, students must successfully complete the division core requirements and the marketing major requirements listed below.

Division Core Requirements

ACC	101	Accounting I: Financial Accounting	3
ACC	102	Accounting II: Managerial Accounting	3
BUS	101	Introduction to Business and Society	3
BUS	202	Legal Environment of Business	3
BUS	444	Strategic Management	3
CMP	120	Introduction to Computer Systems	3
ECO	210	Principles of Macroeconomics	3
ECO	211	Principles of Microeconomics	3
FIN	312	Financial Management	3
HRM	208	Human Resources Management	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences *	3

Marketing Major Requirements

MAT	102	College Algebra *	3
MKT	250	Principles of Advertising I	3
MKT	370	Consumer Behavior	3
MKT	430	Marketing Research	3
MKT	440	Marketing Management	3

**Meets College core requirements.*

In addition the student must take nine credit hours chosen from the following:

MKT	251	Principles of Advertising II	3
MKT	310	New Product Plan/Development	3

MKT	320	Public Relations	3
MKT	330	Sales Management	3
MKT	340	International Marketing	3
MKT	350	Marketing for Non-profit Orgs.	3
MKT	360	Retail Marketing	3
MKT	399	Independent Study	1-3

MINORS

Management

Non-management majors who wish to minor in management must complete the following requirements:

ACC	101	Accounting I: Financial Accounting	3
BUS	101	Introduction to Business and Society	3
ECO	211	Principles of Microeconomics	3
FIN	312	Financial Management	3
HRM	208	Human Resources Management	3
MKT	220	Principles of Marketing	3

Organizational Management

The organizational management major is an adult degree-completion program designed to serve the special educational needs of full-time working adults 25 years of age or older with previous college experience who wish to complete their baccalaureate degree.

The curriculum consists of 54 credit hours delivered through 17 sequential, integrated course modules. Most modules are five weeks in duration. Classes meet one evening a week. Time to completion of the degree is approximately 18 months, depending on the number of credits each student transfers into the program. Students may also earn academic credit for previous experience-based learning.

The organizational management curriculum enhances the knowledge and skills of individuals in the business workplace by introducing them to the latest theories and principles in management, leadership, marketing, human resources, finance, accounting, organizational communications, and organizational dynamics. The curriculum also brings perspectives from the humanities and social and behavioral sciences to bear on the topics examined. The program culminates in an experience-based research and writing project, developed over a multi-month time frame, that synthesizes learning from previous modules.

Students use their workplace as a living laboratory in which to apply and test classroom learning. Faculty will expect students to be active learners who draw on their daily workplace experience to enrich classroom discussion.

For more information, please contact the Center for Professional Studies and International Programs.

Students enrolled in Keuka's traditional semester-long programs are not eligible to enroll, or take courses, in the adult degree-completion program(s).

The M.S. in Management

The master of science degree in management at Keuka College is designed for individuals in the public and private sectors who want to improve their managerial skills and advance in their careers. The program features 11 courses consisting of 33 credit hours. Students undertake a master's research project as part of their studies. Applicants must have an earned bachelor's degree, be at least 25 years of age, and have two years of full-time work experience. For more information, please contact the Center for Professional Studies and International Programs.

THE DIVISION OF EDUCATION AND SOCIAL WORK

Chair: Diane M. Burke, Ph.D.

EDUCATION

The education department offers an exciting and forward-looking unified education program to prepare future educators to teach an increasingly diverse school population. Those students who wish to teach grades 1-6 will be eligible for certification in childhood and special education. Those students who wish to teach students from birth through grade 2 will be eligible for certification in early childhood and special education. The adolescent program (grades 7-12) leads to secondary certification in American Sign Language, biology, English, mathematics, or social studies. Those who wish certification in adolescent special education will take 11 additional hours of course work for that certification.

Mission of the Education Program

The mission of the Keuka College Education program, in keeping with the College's mission, is to provide our students with a strong liberal-arts based professional preparation program, which integrates experiential learning in an intellectually challenging and supportive learning environment. We seek to prepare professional educators who can meet the needs of diverse learners and who are committed to a lifetime of reflective practice, collaborative service, and ethical leadership.

In keeping with this mission, we present these philosophical statements that guide our teaching and program development, as well as the personal development of each learner:

- Experiential education is the cornerstone of an effective teacher education program.
- Best practice is research-based and grounded in theory.
- Reflection on practice is instrumental in the continual development of best teaching.
- Every teacher needs to be prepared in both methodology and content to meet the diverse needs of all learners.
- A teacher education program needs to prepare the future educator for life-long professional and personal growth.
- College faculty need direct experience in the classroom to become, and remain, effective instructors.

Education Admission Policy

Prospective students intending to major in unified childhood/special education, unified early childhood/special education, or in adolescent education in English, mathematics, biology, social studies, or American Sign Language with or without special education certification should declare their intention upon entering Keuka College. At the end of their sophomore year or after their first semester as a junior transfer, students must achieve the following conditions:

1. A score of 145 on the Praxis Specialty Test: Elementary Education: Content Knowledge (0014)
2. A grade of at least C+ in ENG 112 College English II, or its equivalent.
3. An overall GPA of at least 2.5 and a GPA of at least 2.75 in Education courses. Adolescent majors need a GPA of at least 2.75 in their content courses.

Requirements for Student Teaching

To be eligible for placement in student teaching, a student must have an overall Grade Point Average (GPA) of 2.667, and a GPA of 3.000 in all education courses. In addition, adolescent education majors need a concentration GPA of 3.0. This level must be attained one semester prior to the student teaching placement. The student must have successfully completed the education Field Period requirements.

Job Placement Information

There were 60 graduates in the 2002-2003 academic year. Forty-seven students (78 percent) are employed full-time in education positions, nine students (15 percent) are working on a master's degree. Of the 11 students with secondary education certification, 11 (100 percent) are fully employed. Of the 49 graduates with elementary/special education certification, 36 (73 percent) have jobs in education and nine (18 percent) are working on a master's degree.

There are a number of teaching positions open in New York state. The number of positions varies depending upon the geographic area, and the type of certification held by the candidate. To investigate the possibility of opening in your certification area(s), visit the following website: *www.highered.nysed.gov/tcert/regionofinterest.htm*(.) The certification areas offered by Keuka College that have the most job openings available continue to be special education (at all levels), biology 7-12, and mathematics 7-12.

Requirements for an Early Childhood/Special Education Teacher Certification

Students who wish to qualify for an initial certificate in early childhood/special education school in New York state (birth-grade 2) must complete the early childhood curriculum concentration and select one of eight options for their emphasis: American Sign Language, communication, English, family and child studies, global studies, mathematics, Spanish, or science.They must complete all degree requirements for the major; they must complete one semester of a foreign language or its equivalent (two years of a single language in high school fulfills this requirement); they must complete the required hours of field experience working with students in their area and level of desired certification, students with disabilities, and students in a high-needs school; they must complete workshops in mandated reporting, substance abuse, and violence prevention; and they must complete the New York state battery of teacher exams. Further details on these examinations are available in the division office.

Early Childhood/Special Education

The early childhood/special education program is based on three areas of study. The **liberal arts core** requirements of the college give the future teacher the broad base of knowledge necessary for early childhood education. The required **early childhood concentration with an emphasis area** provides content necessary for teaching at this level. **The early childhood education requirements** provide the necessary background knowledge in pedagogy, development, psychology and history specific to this level of education.

Requirements for Early Childhood Education courses

EDU	001	Substance Abuse Workshop	0
EDU	002	Mandated Reporting Workshop	0
EDU	003	Violence Prevention Workshop	0
EDU	105	Education of Diverse Learners	3
EDU	209	Early Childhood Perspective in Disabilities	3
EDU	210	A Systems Perspective in Special Education	2
EDU	270	Early Childhood Curriculum	4
EDU	275	Early Language and Literacy	3
EDU	308	Teaching in Inclusive Schools	3
EDU	312	Early Childhood Literacy and the Diverse Learner	3
EDU	372	Planning and Assessment in Early Childhood	4
EDU	374	Professionalism and Leadership in Early Childhood	3
EDU	410	Professional Management Issues	2
EDU	411	Student Teaching Seminar	1
EDU	456	Student Teaching in Early Childhood	11
SOC	344	Sociology of the Family	3
TOTAL CREDITS			45

Liberal Arts Courses

ENV	105	Environmental Science*	(4)
HIS	120	United States History to 1877*	(3)
PE	140	Design for Active Living*	(3)
POL	140	World Politics*	(3)
PSY	123	Human Development*	(3)
PSY	249	Infancy and Early Childhood	3
XXX	101	Foreign Language I	3
Two 300 level Field Periods are required			6
TOTAL CREDITS			12

**Meets College core requirement.*

Early Childhood Curriculum Base

BIO	208	Life and the Universe	4
ENG	313	Children's Literature	3
HIS	121	United States History from 1877	3
GEO	301	Geography	3
MAT	220	Structures of the Number System	3
TOTAL CREDITS			16

Each student is required to complete one of the following emphasis options or have earned a bachelor's degree in a liberal arts field:

EMPHASIS OPTIONS:

American Sign Language

ASL	110	Introduction to the Deaf Community	3
ASL	111	American Sign Language I (taken as the foreign language requirement)	(3)
ASL	112	American Sign Language II	3
ASL	211	American Sign Language III	3
ASL	212	American Sign Language IV	3
ASL	361	Deaf Culture	3
TOTAL CREDITS			15

Communication

COM	122	Introduction to Communication	3
COM	123	Public Speaking	3
Choose one of the following:			3
COM	201	Interpersonal and Group Communication Skills	
COM	301	Organizational Communication	
Choose two of the following:			6
COM	321	Media Writing	
COM	320	Writing for Professionals	
COM	350	Desktop Publishing	
TOTAL CREDITS			15

English

Choose one writing course:			3
ENG 218 Creative Writing			
ENG 319 Expository Prose			
Choose one language course:			3
ENG	306	Structure and History of English	
ENG	308	Introduction to Linguistics	
Choose one genre course:			3
ENG	315	Shakespeare	
ENG	340	Poetry Studies	
ENG	342	Narrative Studies	

Choose one historical perspective course:			3
ENG	323	American Literature I	
ENG	324	American Literature II	
ENG	331	British Literature I	
ENG	332	British Literature II	
Choose one authorial voice course:			3
ENG	315	Shakespeare	
ENG	316	Alternative Voices	
Note: ENG 315 may be used to fill only one category.			
TOTAL CREDITS			15

Family and Child Studies

PSY	250	Development in Middle Childhood	3
PSY	355	Educational Psychology	3
SOC	101	Introduction to Sociology	3
SOC	302	Ethnic Diversity	3
Choose one of the following:			3/4
PSY	328	Personality	
PSY	350	Behavior Modification	
TOTAL CREDITS			15/16

Global Studies

HIS	321	NYS History	3
Choose one of the following:			3
POL	120	American Government	
POL	130	State and Local Government	
Choose one of the following:			3
POL	311	Political Development: Latin America	
POL	312	Political Development: Africa	
POL	313	Political Development: Asia	
Choose two of the following:			6
HIS	113	Western Civilization I	
HIS	114	Western Civilization II	
HIS	115	Europe and the World	
HIS	241	Modern Russia	
HIS	341	United States in World Affairs	
HIS	343	History of Modern Germany	
POL	325	The American Presidency	
POL	440	Global Studies Seminar New York State History	
TOTAL CREDITS			15

Mathematics

MAT	106	Calculus I	4
MAT	207	Calculus II	4
MAT	245	Transition to Abstract Mathematics	3
Choose two of the following:			6
MAT	309	Probability and Statistics	
MAT	330	Abstract Algebra	
MAT	350	Geometry	
MAT	361	Real Analysis	
MAT	405	Senior Seminar	
TOTAL CREDITS			17

Science

CHM	111	General Chemistry I	4
CHM	112	General Chemistry II	4
Choose one of the following:			4
BIO	203	Anatomy and Physiology I	
BIO	204	Anatomy and Physiology II	
BIO	234	Cell and Developmental Biology	
CHM	206	Organic Chemistry I	
PHY	201	General Physics I	
Choose two of the following:			8
BIO	305	Animal Diversity	
BIO	324	Invertebrate Zoology	
BIO	326	Vertebrate Zoology	
BIO	337	Ecology and Evolution	
BIO	360	Limnology	
CHM	328	Physical Chemistry	
TOTAL CREDITS			20

Spanish

SPA	101	Introductory Spanish (taken as language requirement)	(3)
SPA	102	Continuing Introductory Spanish	3
SPA	203	Spanish for Communication	3
SPA	208	Spanish for the Profession	3
Choose two of the following:			6
SPA	304	Latin American Short Story	
SPA	310	United States Latino Literature and Culture	
SPA	311	Culture and Civilization of Latin America	

SPA	312	Culture and Civilization of Spain	
TOTAL CREDITS			15

Requirements for a Childhood/Special Education Teacher Certification

Students who wish to qualify for an initial certificate in childhood/special education school in New York state (grades 1-6) must complete the elementary curriculum concentration and select one of eight options for their emphasis: American Sign Language, communication, English, family and child studies, global studies, mathematics, Spanish, or science.They must complete all degree requirements for the major; they must complete one semester of a foreign language or its equivalent (two years of a single language in high school fulfills this requirement); they must complete the required hours of field experience working with students in their area and level of desired certification, students with disabilities, and students in a high-needs school; they must complete workshops in mandated reporting, substance abuse, and violence prevention; and they must complete the New York state battery of teacher exams. Further details on these examinations are available in the division office.

Unified Childhood/Special Education

The unified childhood/special education certification program is based on three areas of study. The **liberal arts core** requirements of the College give the future teacher the broad base of knowledge necessary for elementary education teaching. The required **childhood curriculum concentration with an emphasis area** provides content necessary for teaching at the childhood level and provides in-depth study in one liberal arts area. The **childhood requirements provide** the necessary background knowledge in pedagogy, history, psychology, and foreign languages.

Requirements for Major Childhood Education courses

EDU	001	Substance Abuse Workshop	0
EDU	002	Mandated Reporting Workshop	0
EDU	003	Violence Prevention Workshop	0
EDU	105	Education of Diverse Learners	3
EDU	210	A Systems Perspective in Special Education	2
EDU	211	A Societal Perspective in Special Education	3
EDU	306	Assessment in Inclusive Schools	3
EDU	307	Foundations of Education	2
EDU	308	Teaching in Inclusive Schools	3
EDU	309	Integrated Methods of Teaching in the Elementary Classroom	6
EDU	310	Literacy in Inclusive Classroom	3
EDU	316	Literacy and the Diverse Learner	3
EDU	355	Educational Psychology	3
EDU	410	Professional Management Issues	2
EDU	411	Student Teaching Seminar	1
EDU	454	Childhood/Special Education Student Teaching	11
TOTAL CREDITS			45

Liberal Arts Courses

PSY	123	Human Development*	(3)
PSY	250	Dev Mid Child	3
PE	140	Design for Active Living*	(3)
HIS	120	US History to 1877*	(3)
POL	140	World Politics*	(3)
ENV	105	Environmental Science*	(4)
XXX	101	Foreign Language I	3
Two 300 Level Field Periods are required.			6
TOTAL CREDITS			12

**Meets College core requirement.*

Each student is required to complete one of the following emphasis options or have earned a bachelor's degree in a liberal arts field:

ELEMENTARY CURRICULUM CONCENTRATION WITH EMPHASIS REQUIRMENTS:

Elementary Curriculum Base:

MAT	220	Structures of the Number System	3
BIO	208	Life & the Universe	4
ENG	313	Children's Literature	3
HIS	121	US History from 1877	3
GEO	301	Geography	3
TOTAL CREDITS			16

EMPHASIS OPTIONS:

American Sign Language

ASL	110	Introduction to the Deaf Community	3
ASL	111	American Sign Language I	(3)
		(Taken as foreign language requirement)	
ASL	112	American Sign Language II	3
ASL	211	American Sign Language III	3
ASL	212	American Sign Language IV	3
ASL	361	Deaf Culture	3
TOTAL CREDITS			15

Communication

COM	122	Introduction to Communication	3
COM	123	Public Speaking	3
Choose one from:			3
COM	201	Interpersonal & Group Communication Skills	
COM	301	Organizational Communication	
Choose two from:			6
COM	321	Media Writing	
COM	320	Writing for Professionals	
COM	350	Desktop Publishing	
TOTAL CREDITS			15

English

Choose one writing course:			3
ENG	218	Creative Writing	
ENG	313	Expository Prose	
Choose one language course:			3
ENG	306	Structure and History of English	
ENG	308	Introduction to Linguistics	
Choose one genre course:			3
ENG	315	Shakespeare	
ENG	340	Poetry Studies	
ENG	342	Narrative Studies	
Choose one historical perspective course:			3
ENG	323	American Literature I	
ENG	324	American Literature II	
ENG	331	British Literature I	
ENG	332	British Literature II	
Choose one authorial voice course:			3
ENG	315	Shakespeare	
ENG	316	Alternative Voices	

Note: ENG 315 may be used to fill only one category.

TOTAL CREDITS 15

Family and Child Studies

SOC	101	Introduction to Sociology	3
SOC	302	Ethnic Diversity	3
SOC	344	Sociology of the Family	3
PSY	249	Infancy and Early Childhood	3
Choose one of the following:			3/4
PSY	328	Personality	
PSY	350	Behavior Modification	
TOTAL CREDITS			15/16

Global Studies

HIS	321	NYS History	3
Choose one of the following:			3
POL	120	American Government	
POL	130	State and Local Government	
Choose one of the following:			3
POL	311	Political Development: Latin America	
POL	312	Political Development: Africa	
POL	313	Political Development: Asia	

Choose two of the following:			6
HIS	113	Western Civilization I	
HIS	114	Western Civilization II	
HIS	115	Europe and the World	
HIS	341	United States in World Affairs	
HIS	343	History of Modern Germany	
HIS	345	Modern Russia	
POL	325	The American Presidency	
POL	440	Global Studies Seminar	
TOTAL CREDITS			15

Mathematics

MAT	106	Calculus I	4
MAT	207	Calculus II	4
MAT	245	Transition to Abstract Mathematics	3
Choose two of the following:			6
MAT	309	Probability & Statistics	
MAT	330	Abstract Algebra	
MAT	350	Geometry	
MAT	361	Real Analysis	
MAT	405	Senior Seminar	
TOTAL CREDITS			17

Science

CHM	111	General Chemistry I	4
CHM	112	General Chemistry II	4
Choose one of the following:			4
BIO	203	Anatomy & Physiology I	
BIO	204	Anatomy & Physiology II	
BIO	234	Cell and Developmental Biology	
CHM	206	Organic Chemistry	
PHY	201	General Physics *(Prerequisite MAT 206)*	
Choose two of the following:			8
BIO	305	Animal Diversity	
BIO	324	Invertebrate Zoology	
BIO	326	Vertebrate Zoology	
BIO	337	Ecology and Evolution	
CHM	328	Physical Chemistry *(Prerequisite MAT 206)*	
TOTAL CREDITS			20

Spanish

SPA	101	Introductory Spanish (taken as foreign language)	(3)
SPA	102	Continuing Introductory Spanish	3
SPA	203	Spanish for Communication	3
SPA	208	Spanish for the Professions	3
Choose two of the following:			6
SPA	304	Latin American Short Story	
SPA	310	US Latino Literature & Culture	
SPA	311	Culture & Civilization of Latin America	
SPA	312	Culture & Civilization of Spain	
TOTAL CREDITS			15

Requirements for Adolescent Education

Students may select a major in adolescent American Sign Language, adolescent biology, adolescent English, adolescent mathematics, or adolescent social studies; they must complete all degree requirements; they must complete one semester of a foreign language or its equivalent (two years of a single language in high school fulfills this requirement); they must complete the required hours of field experience working with students in their area and level of desired certification, students with disabilities, and students in a high-needs school; they must complete workshops in mandatory reporting, substance abuse, and violence prevention; and they must complete the New York state battery of teacher exams. Further details on these examinations are available in the division office.

Requirements for Certification in Adolescent Education

The adolescent certification program consists of a major in adolescent American Sign Language, adolescent biology, adolescent English, adolescent mathematics, or adolescent social stud-

ies. In addition, students take 34 hours of course work in education, all of which includes information on teaching students from diverse backgrounds.* In addition, students must meet the state requirement for foreign language study.
**Two 300 Level Field Periods at the secondary level are required.*

Requirements for the 7-12 Education Certification

EDU	001	Substance Abuse Workshop	0
EDU	002	Mandated Reporting Workshop	0
EDU	003	Violence Prevention Workshop	0
EDU	105	Diverse Learners	3
EDU	258	Adolescent Literacy	3
EDU	306	Assessment	3
EDU	307	Foundations	2
EDU	355	Educational Psychology	3
EDU	358	Reading in the Content Areas	3
EDU	36X	Secondary Methods	3
EDU	410	Professional Management Issues	2
EDU	411	Student Teaching Seminar	1
EDU	452	Adolescent Education Student Teaching	11
TOTAL CREDITS			36

Liberal Arts Courses:

PSY	123	Human Development*	3
PSY	238	Adolescent Psychology	3
EDU	392	Adolescent Education Field Period	6
XXX	101	Foreign Language I	3
TOTAL CREDITS			12

**Meets College core requirement.*

Requirements for a Major in English 7-12

ENG	118	Poems, Plays, and Prose*	3
ENG	209	Topics in World Literature*	3
ENG	306	Structure and History of English	3
ENG	315	Shakespeare	3
ENG	316	Alternative Voices	3
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: Since the 17th Century	3
ENG	340	Poetry Studies	3
ENG	342	Narrative Studies	3
ENG	450	Senior Seminar	3
Choose one of the following four courses:			3
COM	320	Writing for Professionals	
COM	321	Media Writing	
ENG	218	Creative Writing	
ENG	319	Writing Expository Prose	
Choose one of the following courses:			3
ENG	306	Structure/History of English	
ENG	308	Introduction to Linguistics	
Choose one of the following courses:			3
ASL	350	Deaf Literature	
ENG	316	Alternative Voices	
SPA	304	Latin American Short Story	
One Field Period related to English program			3
TOTAL CREDITS			45

**Meets College core requirement.*

American Sign Language 7-12

ASL	001	Junior Practicum Workshop	0
ASL	110	Introduction to the Deaf Community	3
ASL	111	American Sign Language I	3
ASL	112	American Sign Language II	3
ASL	211	American Sign Language III	3
ASL	212	American Sign Language IV	3
ASL	311	American Sign Language V	3
ASL	312	American Sign Language VI	3
ASL	320	Linguistics of American Sign Language	3
ASL	350	American Sign Language: Deaf Literature	3
ASL	360	Junior Practicum	3
ASL	361	Deaf Culture	3
ENG	308	Introduction to Linguistics	3
One Field Period must be in American Sign Language			3
TOTAL CREDITS			39

Adolescent Biology Education

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	207	Microbiology	4
BIO	234	Cell and Developmental Biology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
CHM	111	General Chemistry I *	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	220	General Biochemistry	4
Choose one of the following courses:			3-4
MAT	106	Calculus I	
SS	231	Statistics for Social Sciences *	
Complete two Biology electives at the 300 or 400 level:			6-8
TOTAL CREDITS			45-48

**Meets College core requirement.*

Adolescent Mathematics Education

CMP	201	Computer Programming: (Language)	3
MAT	106	Calculus I	4
MAT	207	Calculus II	4
MAT	210	Calculus III	4
MAT	230	Linear Algebra	3
MAT	245	Transition to Abstract Mathematics	3
MAT	309	Probability & Statistics	3
MAT	350	Geometry	3
MAT	405	Senior Seminar	3
PHY	201	General Physics I	4
One elective in mathematics above the 300 level			3-4
TOTAL CREDITS			37-38

**Meets College core requirement.*

Social Studies 7-12

ECO	210	Principles of Macroeconomics	3
ECO	211	Principles of Microeconomics	3
GEO	301	Geography	3
HIS	114	Western Civilization II*	3
HIS	115	Europe and the World*	3
HIS	120	United States History to 1877*	3
HIS	121	United States History from 1877 to Present*	3
HIS	321	Topics: 20th Century North American History	3
HIS	343	History of Modern Germany	3
	or		
HIS	345	Modern Russia	3
HIS	341	United States in World Affairs	3
POL	120	American Government*	3
	or		
POL	130	State and Local Government*	3
POL	311	Political Development: Latin America*	3
POL	440	Global Studies Seminar	3
TOTAL CREDITS			39

**Meets College core requirement.*

Requirements for Adolescent and Special Education Certification

Students seeking adolescent education may also wish to have certification in special education. This certification will allow them to act as special education teachers or to provide the needed services to children with disabilities in their own classroom. Graduates are eligible for adolescent special education certification.

All above requirements for the 7-12 program.
Additional Requirements:

EDU	210	A Systems Perspective in Special Education	2
EDU	211	A Societal Perspective in Special Education	3
EDU	392	Adolescent/Special Education	
	or		
	393	Field Period **	3
EDU	308	Teaching in Inclusive Schools	3
EDU	370	Adolescent Remedial Techniques	3

***This Field Period may replace EDU 391 in the 7-12 Education Certification requirements.*

Student Teaching Placements

Early childhood/special education majors will be given two placements; one in pre-school and one in grades K-2. Students with identified disabilities will

be present in at least one of those classes. Childhood/special education majors will be given two placements; one in grades 1-3 and one in grades 4-6. Students with identified disabilities will be present in at least one of those classes. Adolescent students will be given two placements; one in grades 7-9 and one in grades 10-12. Adolescent students seeking special education certification will have students with identified disabilities in at least one of those classes.

Requirements for a Minor in Education

EDU	105	Diverse Learners	3
EDU	210	A Systems Perspective in Special Education	2
EDU	211	A Societal Perspective in Special Education	3
EDU	307	Foundations of Education	2
EDU	310	Literacy in Inclusive Schools	3
	or		
EDU	275		
	or		
EDU	258		
EDU	355	Educational Psychology	3
EDU	399	Independent Study: directed research in education	2
TOTAL CREDITS			18

SOCIAL WORK PROGRAM

The Keuka College social work program is progressive and forward looking, designed to prepare future social workers to work in a rapidly changing, multi-cultural society. The Keuka College social work program prepares students in generalist social work practice utilizing a foundation of liberal arts. A strong dual emphasis of social work theory and practical application form a cornerstone in this program*. Students also have unique opportunities to learn about practice as it relates to rural settings due to the rural location of the College and its support of area agencies and services.

** By the time of graduation, students will have approximately 1,000 total hours of social work field experience.*

The social work program at Keuka College promotes themes of social justice and social responsibility. These themes are woven throughout the curriculum, experiential field periods, and senior practicum. The junior and senior year Field Periods are specifically designed to synthesize the principles of social work theory and practice. SWK 450, the Senior Practicum and Seminar, is the program's capstone experience where students are placed as professionals-in-training in a wide variety of human service settings. This practicum is taken in the spring semester of the student's senior year.

Client-centered practice and systems ecological theory is a curriculum emphasis, acknowledging the person in the context of his or her environment. Students integrate knowledge, skills, values, ethics, diversity, and intervention methods for use in a variety of service delivery systems. The program actively seeks a diverse student population.

The Keuka College baccalaureate social work program (BSW) is accredited by the Commission on Social Work Education (CSWE). BSW students are prepared and encouraged to pursue further master's level social work (MSW) education and training. Our accreditation entitles BSW graduates to apply for advanced standing in these programs.

The career of social work is repeatedly cited by employment sources as one of the fastest growing fields as we approach the next millennium.

BSW graduates are qualified to work in a variety of employment settings. Some of these include areas of: children and adolescence, chemical dependencies, criminal justice, counseling, family services, gerontology, hospice, health care, policy, and government, to name a few.

The Keuka College social work program is rigorous and has both academic and professional standards for acceptance and continuance in the program. The standards are outlined in the *Keuka College Social Work Handbook*. Some of these criteria are outlined here:

1) acceptance by the College;
2) completion of introductory level course requirements;
3) demonstration of commitment to the values and ethics of the profession, and capacity to enter generalist social work;
4) a minimum grade point average of 2.50 and no less than a C in any course required for the major;
5) demonstration of professional conduct as outlined in the program's non-discrimination statement, the National Association of Social Workers (NASW) Code of Ethics, College Student Conduct Code, and Non-Academic criteria outlined in the BSW Student Handbook; and
6) completion of the social work program application process, which includes an interview with the social work faculty. The social work faculty determine whether the student meets the program admissions criteria.

In addition, social work students receive ongoing feedback regarding their performance in meeting the knowledge, skills, and value expectations of the profession. Finally, all social work students must be accepted into the major, complete the practicum readiness-assessment evaluation, and complete all necessary prerequisites for the major prior to enrollment in SWK 450.

Senior Practicum

SWK 450, Senior Practicum and Seminar, is a 15-credit learning experience only taken in the spring semester of a social work student's senior year.

To be eligible for placement in the senior practicum, students must have first satisfactorily completed all other course and program requirements prior to the senior spring semester. Students are not allowed to take any other course work or Field Periods during this time. Students must have a minimum grade point average of 2.50 by the end of the fall semester of their senior year. Students must have been formally admitted into the social work program during their junior year, and, again, have passed their senior review by the social work faculty in the fall of their senior year. Students must successfully demonstrate a minimum competency level of practice skills, and a consistent demonstration of ability to adhere to the professional codes of conduct set forth by Keuka College, the social work program, and the NASW Code of Ethics.

Students must have successfully completed both social work Field Periods and be recommended by the social work faculty to enter a practicum placement. It is required that each student possess a valid driver's license.

The social work program field director works individually with students to develop practicum site placements that are of professional interest and challenge

to the student. The field director serves as the official liaison between the social work student, the placement agency, and the College while that student completes his/her practicum. Practicum placements are typically done over 35 hours per week for a minimum of 416 total hours at the practicum site. Students are required to attend senior seminar on Fridays at the Keuka campus as part of the class. Practicum sites are traditionally located within a 100-mile radius from the campus, although students have traveled as far as Albany, N.Y.

Some practicum placement sites include: Chemung County Family Services, Division for Youth Services, Elmira Psychiatric Center, Geneva General Hospital, Genesee Regional Health Care, Keuka Lake School, Monroe County Correctional Facilities, New York State Assembly, a variety of nursing home related facilities, Seneca County Probation Department, and Wayne County Counseling Center.

Faculty Goals

The social work faculty is committed to graduating BSWs of the highest caliber who are knowledgeable, skilled, ethical, compassionate, and an asset to their clients and profession.

Requirements for Major in Social Work

Introductory level courses			**16**
BIO	202	Human Biology*	4
PSY	101	Intro to Psychology	3
	or		
PSY	123	Introductory Human Development*	3
POL	120	American Government *	3
	or		
POL	130	State and Local Government*	3
SOC	101	Introduction to Sociology*	3
SWK	101	Introduction to Social Work	3
Intermediate level courses			**33**
PSY	328	Personality Theory	4
SOC	301	Methods of Social Research	3
SS	231	Statistics for Social Sciences*	3
SWK	201	Social Welfare Policy and Service I	3
SWK	211	Generalist Social Work Practice I	3
SWK	220	Ethics and Diversity in Social Work	3
SWK	221	Human Behavior and Social Environment I	3
SWK	312	Generalist Social Work Practice II	3
SWK	332	Group Processes	3
SWK	351	Generalist Social Work Practice III	3
SWK	390	Junior Social Work Field Period	3
Choose two of the following four courses:			
SWK	250	Substance Abuse and the Family	3
SWK	331	Youth Services Delivery Systems	3
SWK	333	Gerontological Social Work	3
SWK	334	Evaluation Strategies in Human Services	3
SWK	290	Perspective in Childhood Disabilities	3
Advanced level courses			**24**
SWK	401	Social Welfare Policies and Services II	3
SWK	421	Human Behavior and Social Environment II	3
SWK	450	Senior Practicum and Seminar	15
SWK	490	Senior Social Work Field Period	3

**Meets College core requirements.*

(Forty-eight courses, 22 hours non-social work, four Field Periods, two of which are in social work settings. Fifty credits are taken to meet liberal arts core curriculum requirements and as electives.)

TOTAL CREDITS: 123

Minors: Please note that there is no minor offered in social work. We do, however, recommend additional fields of minor study for those social work majors who wish to broaden their skills and marketability. These recommended minors are offered through Keuka College and include: Spanish, gerontology, psychology, sociology, and criminology and criminal justice.

DIVISION OF HUMANITIES AND FINE ARTS

Chair: Joanne R. Desotelle, Ph.D.

The humanities—English, modern languages, organizational communication, philosophy, and religion—explore those enduring values of our heritage that have sustained and enriched human life in times of crisis and doubt, prosperity and peace. Firmly rooted in human experience, the humanities examine, define, and relate that experience to the contemporary age. Through knowledge of literature, languages, philosophy, and religion; through a critical awareness of conflicting values; and through a continuing pursuit of understanding, the humanities involve the individual in the varied experiences of life. Course work in the humanities encourages students to express their individual ideas and personalities and to determine how they may succeed creatively in their chosen careers.

The fine arts—art, dance, music, and theater—emphasize the role of creativity in our lives. Course work in art, music, dance, and theater gives students the opportunity to explore the varied ways in which individuals express themselves artistically. Courses offer historical and theoretical perspectives, as well as practice in artistic techniques and training in particular disciplines, giving students an appreciation of aesthetics.

The Division of Humanities and Fine Arts offers majors in English, organizational communications, and American Sign Language. English majors may choose a concentration in writing/communications or creative writing. Minor programs are offered in art, creative writing, English, organizational communication, American Sign Language, and Spanish. Students also may receive certification to teach English in grades 7-12 by completing the requirements for teacher certification.

English

Through the study of literature as well as through practice in writing, students majoring or minoring in English are encouraged to develop a greater sensitivity to the power of language to shape our understanding of ourselves and the world in which we live. Thus, the English program consists of two major components—literature and writing—each intended to enhance students' appreciation for, and capacity in, verbal expression.

In particular, the English program aims to develop further the following qualities and capacities in its students: (1) the ability to read with discrimination and write with clarity, cogency, and persuasiveness; (2) a sensitivity to written expression as a way of responding to and attempting to make sense of experience, and, in particular, an acquaintance with the characteristics of each of the major genres of literary expression: prose, poetry, and drama; (3) a substantial knowledge of the historical development of British and American literature and of the English language, along with some acquaintance with literature in languages other than English and with literature beyond the traditional canon; and (4) an understanding that what we read and the ways in which we read are affected by gender, historical context, cultural background, and political and philosophical assumptions.

The benefits of such a program are both practical and personal. The study of English can help make us more aware of the range of human experiences, and at the same time, help us express our own perceptions of that experience with greater cogency and creativity. In addition, students of English can offer prospective employers an array of skills that are much in demand in today's work force: the ability to communicate effectively, to think rigorously and creatively, and to adapt themselves readily to new circumstances in a rapidly changing world.

Graduates in English may go on to careers in communications, teaching, business, human services, law, government, and numerous other fields. They also may pursue graduate work in the humanities, journalism, business, law, medicine, education, library science, social services, or many other areas. Honors in English may be earned by students who meet the following criteria: (1) maintain a GPA of 3.6 in courses required for the English major; (2) receive at least an A- in the capstone course, ENG 450 Senior Seminar; and (3) be approved by the English faculty.

Requirements for a Major in English

ENG	118	Poems, Plays and Prose*	3
ENG	294	English Field Period	3
ENG	315	Shakespeare	3
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: Since the 17th Century	3
ENG	340	Studies in Poetry	3
ENG	342	Studies in Narrative	3
ENG	394	English Field Period	3
ENG	450	Senior Seminar	3
XXX		Foreign Language	3-12

Choose one of the following two courses: 3

ENG	306	Structure and History of English
ENG	308	Introduction to Linguistics

Choose one of the following three courses: 3

ENG	316	Alternative Voices
SPA	304	Latin American Short Story
ASL	350	Deaf Literature

Choose two of the following five courses: 6

ENG	218	Creative Writing
ENG	319	Writing Expository Prose
COM	320	Writing for Professionals
COM	321	Media Writing
COM	350	Desktop Publishing

RECOMMENDED ELECTIVES:

THR	273	History of Theatre & Drama I	3
THR	274	History of Theatre & Drama II	3
THR	275	History of Theatre & Drama III	3
ENG	460	Internship in English	3-12
TOTAL CREDITS			51-60

**Meets College core requirements.*

Requirements for a Major in English 7-12

ENG	118	Poems, Plays, and Prose*	3
ENG	209	Topics in World Literature*	3
ENG	315	Shakespeare	3
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: Since the 17th Century	3
ENG	340	Studies in Poetry	3
ENG	342	Studies in Narrative	3
ENG	450	Senior Seminar	3

Choose one of the following two courses: 3

ENG	306	Structure and History of English
ENG	308	Introduction to Linguistics

Choose one of the following three courses:			3
ASL	350	Deaf Literature	
ENG	316	Alternative Voices	
SPA	304	Latin American Short Story	
Choose one of the following four courses:			3
ENG	218	Creative Writing	
ENG	319	Writing Expository Prose	
COM	320	Writing for Professionals	
COM	321	Media Writing	
ENG	394	English Field Period	3
XXX		Foreign Language	3-12
TOTAL CREDITS			45-54

**Meets College core requirements.*

Students must also complete additional requirements for secondary teacher certification.

Requirements for a Major in English with a Concentration in Writing/Communication

COM	122	Introduction to Communication	3
COM	123	Public Speaking	3
ENG	118	Poems, Plays and Prose*	3
ENG	209	Topics in World Literature*	3
ENG	315	Shakespeare	3
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: 17th through 19th Century	3
ENG	340	Poetry Studies	3
ENG	342	Narrative Studies	3
ENG	450	Senior Seminar	3
Choose one of the following two courses:			3
ENG	306	Structure and History of English	
ENG	308	Introduction to Linguistics	
Choose four of the following five courses:			12
COM	320	Writing for Professionals	
COM	321	Media Writing	
COM	350	Desktop Publishing	
ENG	218	Creative Writing	
ENG	319	Writing Expository Prose	
Choose one of the following three courses:			6
ENG	316	Alternative Voices	
ASL	350	Deaf Literature	
SPA	304	Latin American Short Story	
ENG	394	English Field Period	3
XXX		Foreign Language	3-12
RECOMMENDED ELECTIVES:			
THR	273	History of Theatre & Drama I	3
THR	274	History of Theatre & Drama II	3
THR	275	History of Theatre & Drama III	3
ENG	460	Internship in English	3-12
TOTAL CREDITS			57-78

**Meets College core requirements.*

Requirements for an English Major with a Concentration in Creative Writing

ENG	118	Poems, Plays, and Prose*	3
ENG	209	Topics in World Literature*	3
ENG	218	Creative Writing	3
ENG	301	Creative Writing Workshop	3
ENG	315	Shakespeare	3
ENG	319	Writing Expository Prose	3
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: Since the 17th Century	3
ENG	340	Studies in Poetry	3
ENG	342	Studies in Narrative	3
ENG	450	Senior Seminar	3
ENG	451	Senior Project in Creative Writing	3
Choose one of the following two courses:			3
ENG	306	Structure and History of English	
ENG	308	Introduction to Linguistics	

Choose one of the following three courses:			3
ENG	316	Alternative Voices	
SPA	304	Latin American Short Story	
ASL	350	Deaf Literature	
ENG	394	English Field Period	3
XXX		Foreign Language	3-12
RECOMMENDED ELECTIVES:			
THR	273	History of Theatre & Drama I	3
THR	274	History of Theatre & Drama II	3
THR	275	History of Theatre & Drama III	3
ENG	460	Internship in English	3-12
TOTAL CREDITS			57-75

**Meets College core requirements.*

Requirements for a Minor in English

ENG	118	Poems, Plays, and Prose*	3
Choose one of the following four courses:			
ENG	315	Shakespeare	3
ENG	316	Alternative Voices	3
ENG	340	Selected Studies in Poetry	3
ENG	342	Selected Studies in Narrative	3
Choose one of the following two courses:			
ENG	323	American Literature I: Beginnings to 1865	3
ENG	324	American Literature II: Since 1865	3
Choose one of the following two courses:			
ENG	331	British Literature I: Beginnings to 17th Century	3
ENG	332	British Literature II: Since the 17th Century	3
Choose one of the following four courses:			
COM	320	Writing for Professionals	3
COM	321	Media Writing	3
ENG	218	Creative Writing	3
ENG	319	Writing Expository Prose	3
One additional English course numbered 200 or above			3
TOTAL CREDITS			18

**Meets College core requirements.*

Requirements for a Minor in Creative Writing

ENG	218	Creative Writing	3
ENG	306	Structure and History of English	3
Choose one of the following two courses:			
ENG	340	Selected Studies in Poetry	3
ENG	342	Selected Studies in Narrative	3
Choose two of the following three courses:			
ENG	301	Creative Writing Workshop	3
ENG	319	Writing Expository Prose	3
ENG	451	Senior Project in Creative Writing	3
One additional English course numbered 200 or above			3
TOTAL CREDITS			18

**Meets College core requirements.*

Organizational Communication

Keuka College's organizational communication major is designed to provide a career-oriented educational opportunity with a firm foundation in the liberal arts; a strong background in the cultural, historical, and aesthetic dimensions of English language and literature; and a current body of knowledge in the theory and practice of communication and business. The major prepares students for employment in a wide range of communication positions in the corporate and nonprofit sectors, and for admission to graduate programs.

Students majoring in organizational communication develop teamwork and leadership skills, appreciation for the use of the English language as a medium of communication, and an understanding of business and marketing principles. With these skills they will be able to identify problems and develop problem-solving strategies to meet organizations' internal and external communication needs. The

program's emphasis on experiential learning and the required senior practicum give graduates the head start they need for success in a highly competitive job market.

Honors in organizational communication may be earned by students who meet the following criteria: (1) maintain a GPA of 3.67 in courses required for the organizational communication major; (2) receive at least an A- in the capstone course, COM 401 Senior Practicum in Communication; and (3) be approved by the communication studies faculty.

Requirements for a Major in Organizational Communication

BUS	101	Introduction to Business and Society	3
COM	122	Introduction to Communication	3
COM	123	Public Speaking	3
COM	201	Interpersonal and Group Communication Skills	3
COM	301	Organizational Communication	3
COM	321	Media Writing	3
COM	320	Writing for Professionals	3
COM	350	Desktop Publishing	3
COM	394	Organizational Communication Field Period	3
COM	401	Senior Practicum in Communication	3
ENG	319	Writing Expository Prose	3
MKT	220	Principles of Marketing	3
MKT	320	Public Relations	3
One elective selected in consultation with student's adviser			3

Choose one of the following two courses:

ENG	323	American Literature I: Beginnings to 1865	3
ENG	331	British Literature I: Beginnings to 17th Century	3

Choose one of the following two courses:

ENG	324	American Literature II: Since 1865	3
ENG	332	British Literature II: Since the 17th Century	3

Choose one of the following five courses:

ENG	218	Creative Writing	3
ENG	315	Shakespeare	3
ENG	316	Alternative Voices	3
ENG	340	Poetry Studies	3
ENG	342	Narrative Studies	3

Choose two of the following five courses:

MKT	250	Principles of Advertising I	3
MKT	251	Principles of Advertising II	3
MKT	350	Marketing for Nonprofit Organizations	3
MGT	345	Organizational Behavior	3
MKT	370	Consumer Behavior	3
TOTAL CREDITS			54

Requirements for a Minor in Communication Studies

COM	122	Introduction to Communication	3
COM	123	Public Speaking	3
COM	201	Interpersonal and Group Comm. Skills	3

Choose two of the following three courses:

COM	320	Writing for Professionals	3
COM	321	Media Writing	3
ENG	319	Writing Expository Prose	3

Two electives selected in consultation with student's adviser	6
TOTAL CREDITS	21

Applied Computer Applications

An understanding of computers and computer applications is essential to navigating in the technologically complex world of the 21st Century. The computer applications minor prepares a student to handle the variety of computer tasks that are expected of a computer literate person. Students in every discipline will find this minor a useful adjunct to their major field of study.

Requirements for a minor in Applied Computer Applications

CMP	120	Introduction to Computer Applications	3
CMP	225	Introduction to Databases	3
CMP	265	Computer Visual Design	3
CMP	335	Webpage Design	3
CMP	375	Advanced Application Integration	3
COM	350	Desktop Publishing	3
TOTAL CREDITS			18

Strongly recommended:

CMP	455	Senior Project in Computer Applications	3
	or		
CMP	465	Senior Internship	3

LANGUAGES

American Sign Language

Keuka is one of the few American colleges and universities to offer a baccalaureate degree program in American Sign Language (ASL). Keuka's four-year program combines intensive training in American Sign Language as a foreign language with integrated coursework in deaf culture, linguistics, and communication. The curriculum emphasizes experiential learning through Field Periods, junior practicum, and a semester-long senior internship. These first-hand field experiences enrich classroom learning immensely. They provide students frequent, authentic occasions to (a) apply and test the validity of theories and information; (b) observe professionals and clients in action, and (c) acquire new professional knowledge and skills to bring back to the classroom.

The College's strong arts and sciences core curriculum also enhances students' pre-professional development in the major in many important ways. Core courses develop and refine students' abilities to write well, think critically and creatively, read with understanding, communicate effectively with various audiences, work successfully in teams and as an independent, lifelong learner, and understand and respect for human diversity, among others.

Graduates of the program possess a high degree of proficiency in sign communication and a solid introduction to the psychology, sociology, and literature of deaf culture. Keuka's program prepares students for entry-level jobs in a variety of fields. In recent years, graduates of two- and four-year ASL programs across the country have found employment in business and corporate settings, elementary and secondary schools, community service organizations, vocational rehabilitation centers, medical and legal fields, local and state governments, communication facilities, and colleges and universities. The demand for college-educated individuals with an advanced degree of fluency in sign communication is increasing nationwide.

Requirements for a Major in American Sign Language

ASL	110	Introduction to Deaf Community	3
ASL	111	American Sign Language I	3
ASL	112	American Sign Language II	3
ASL	211	American Sign Language III	3
ASL	212	American Sign Language IV	3
ASL	311	American Sign Language V	3
ASL	312	American Sign Language VI	3
ASL	320	Linguistics of American Sign Language	3
ASL	350	American Sign Language: Deaf Literature	3
ASL	360	Junior Practicum	3
ASL	361	Deaf Culture	3

ASL	394	Field Period	3
ASL	450	Senior Internship	3-12
TOTAL CREDITS			42-51
Additional Field Periods			9
Core Courses			41-44
Electives			18-28
TOTAL CREDITS			120

Requirements for a Major in American Sign Language 7-12

Students may seek a major in American Sign Language 7-12 by completing the above courses (except ASL 450) and all requirements for secondary teaching certification. *(See education section.)*

Requirements for a Minor in American Sign Language

ASL	110	Introduction to American Sign Language	3
ASL	111	American Sign Language I	3
ASL	112	American Sign Language II	3
ASL	211	American Sign Language III	3
ASL	212	American Sign Language IV	3
ASL	394	Field Period	3
SOC	361	Deaf Culture	3
TOTAL CREDITS			21

ASL English Interpreting

(Pending state approval. Anticipated program beginning fall 2004.)

Spanish

Languages enhance a liberal arts education and are important for careers in government, industry, nursing, social work, education and other fields. Students may be interested in spending a Field Period in a foreign country. Group Field Periods have included travel to Spain, Canada (Quebec), France, Russia, Mexico, Costa Rica, and Germany. *(See course descriptions, French [FRE], Spanish [SPA].)*

Requirements for a Minor in Spanish and Area Studies

SPA	203	Spanish for Communication	3
SPA	208	Spanish for the Professions	3
SPA	304	Latin American Short Story	3
SPA	310	U.S. Latino Literature and Culture	3

Choose one of the following courses: 3

SPA	309	Spanish for Native Speakers
SPA	311	Culture and Civilization of Latin America
SPA	312	Culture and Civilization of Spain

Choose one of the following courses: 3

POL	311	Political Development of Latin America*
ENG	209	Topics in World Literature: Literature and Society in Latin America *

Fulfillment of a Field Period in a Spanish-speaking environment, either in this country or abroad. May be arranged in conjunction with the major discipline. 3

TOTAL CREDITS 21

**Meets College core requirements.*

FINE ARTS

Visual and Verbal Art

The visual and verbal art major is designed to develop visual and verbal literacy by combining an emphasis on traditional liberal art goals of written expression, critical thinking and cultural traditions with an emphasis on visual art and analysis. The curriculum integrates practical skill training, including new technological media, theoretical foundations, and multiple aesthetic approaches with an understanding of the processes and effects of both visual and verbal communication. Students will become conversant in the historical and cultural contexts of art and learn to employ a

broad selection of interpretive methodologies in assessing these contexts. In addition, students will learn to become acute observers, recorders, interpreters and analyzers of their own visual environment.

The major encourages self-learning and expression. It provides a balance of studio and theory courses organized around a combination of core concepts and skill courses, visiting artist experiences, independent learning opportunities, self-initiated projects and experiential learning opportunities. The program integrates practice and theory, individual production and collaborative processes, skills and projects, products and process, and the expressive and analytical. Students achieve breadth of learning through achievement of the Graduate Outcomes and application of learning through the completion of cognates.

Increasingly, professionals in all fields of work must demonstrate effective oral and written communication, problem solving, researching, organizational, and decision making skills. The visual and verbal art major is designed to develop these competencies and to thus better position our graduates, whether they are interested in pursuing a traditional career as a professional artist or any number of careers in applied art, to compete in the marketplace.

The visual and verbal art major provides students with an excellent foundation for a range of careers which rely on visual literacy as well as training in the humanities. In addition to traditional art careers in museums, galleries, and libraries, graduates of this program may choose to direct their program of study to prepare them for careers in advertising, business, art administration, and marketing, as well as visually oriented fields such as mass media and communication. The capacity to observe and interpret is of special benefit to students interested in pursuing such careers as medicine and science. To allow students to apply the artistic and humanistic principles of communication in different ways, flexibility is incorporated into the structure of the program by including in the major a choice of four cluster cognates consisting of three courses (nine credit hours) each. One cluster includes computer application courses that will allow students to direct their art training toward careers in digital communication and imaging. A second cluster allows students to expand the creative writing and literary portion of the major. A third cluster includes courses in advertising and marketing for students who desire to apply their art training to careers in those fields; and finally, students who are interested in a more conventional art degree can elect to take an additional nine credit hours in a variety of studio courses. Students may elect to take more than one cluster, or to take additional courses within the discipline of any of the cluster areas.

Drawing upon Keuka College's 60 years of leadership in experiential education, the visual and verbal art major relies heavily upon directed hands-on and individualized experience. In addition to two field periods that help students to test and explore career objectives and learn the training and skills required for a specific job or industry, students will also complete a student-initiated senior project and can elect to complete a full-semester internship. These experiential opportunities will allow our graduates to transition from

academia to careers more easily than students from other institutions.

Program Objectives

The visual and verbal art major offers a flexible program of study designed with individual student objectives in mind within the following framework:

• to help students understand the terminology, history and major traditions of the diverse types of visual and verbal art in our culture;

• to promote an understanding of the technical, conceptual and communicative skills essential for activities in the visual and verbal arts;

• to teach students methods of analysis and interpretation of the meaning of classical and contemporary works of visual and verbal art both within their original settings and in subsequent contexts of reception, using a variety of critical methodologies and theoretical perspectives;

• to assist students in developing artistic competence and aesthetic sensitivity;
to help students understand the impact of technology on the production, dissemination, and reception of the visual and verbal arts;

• and to provide opportunities for students to explore their own creative potential and to develop a competitive portfolio of work—in a variety of media: print, paint and pixel.

Requirements for a Major in Visual and Verbal Art

ART	201	History of Western Art	3*
ART	205	Visual Design	3
ART	215	Drawing I	3
ART	225	Painting I	3
ART	282	Photography	3
ART	315	Drawing II	3
ART	325	Painting II	3
ART	385	Applied Aesthetics: Visual and Verbal Art	
or			
ENG	385		3
ART/	394	Field Period in Visual and Verbal	
ENG		Arts	3
ART/	445	Senior Project in Visual and	
ENG		Verbal Art	3
COM	321	Media Writing	3
COM	350	Desktop Publishing	3
ENG	218	Creative Writing	3
ENG	301	Creative Writing Workshop	3
ENG	319	Writing Expository Prose	3

Complete one of the following clusters: 9

Cluster 1:

CMP	120	Introduction to Computer Applications	3
CMP	265	Computer Visual Design	3
CMP	335	Webpage Design	3

Cluster 2:

ENG	313	Children's Literature	3
ENG	340	Poetry Studies	3
ENG	342	Narrative Studies	3

Cluster 3:

MKT	220	Principles of Marketing	3
MKT	250	Principles of Advertising I	3
MKT	251	Principles of Advertising II	3
	or		
MKT	310	New Product Planning & Development	3

Cluster 4:

3 additional art courses beyond those required listed above. 9

TOTAL CREDIT HOURS 57

Elective:

ART/	460	Internship in Visual and Verbal	
ENG		Art	3-12

**Meets Fine Arts core requirement.*

Art

The curriculum in art offers studio courses in two-dimensional and three–dimensional art, and in art history, appreciation, and education. The program provides opportunities for student exhibits and field trips to area galleries; sponsors a Field Period to museums, galleries and studios in New York City; and encourages student design and painting of sets for dance, theater and other productions on campus.

Requirements for a Minor in Art

ART	201	History of Western Art	3
ART	205	Visual Design	3

Four additional art courses of which at least two courses (or six credit hours) must be at the 300 level or above. 12

TOTAL CREDITS 18

Theatre and Drama

The theatre and drama major combines a sequence of rigorous academic courses that trace the literature and history of Western theatre from the ancient Greeks to postmodern avant garde theatre with studio and practicum courses in acting, directing, and technical direction. Framed within the context of the cultural dynamics out of which theatre arises, students will come to understand how theatre reflects its time and place, why theatre is central to an understanding of a given culture or period, the varied functions and effects of theatre on a community, and how theatre engages the liberal arts.

The theoretical approach is humanist; the pedagogical approach is designed to integrate studies in the academic classroom with drama as experienced in the collaboration of performance. This integration offers a challenging curriculum that encourages self-learning, and that provides many venues for students' self expression. This balance is achieved through a coordination of core concepts and skill courses, practicum experiences, independent learning opportunities, self-initiated projects and experiential learning opportunities.

The theatre and drama major provides students with an excellent foundation for a range of careers which rely on self-expression as well as training in the humanities. A major in theatre and drama:

- Acquires skills in interpersonal communication and group problem solving;
- Provides students with crucial life skills they can use in a wide range of professions including business, government, law, the natural and social sciences and industry.
- Awakens students' intuitive, perceptive capacities as well as their logical, analytical capacities.
- Develops the imagination through which they can make significant, constructive changes in their communities.
- Enhances critical reading, writing and thinking skills associated with liberal arts majors and which are applicable to a wide range of professions.

According to Jill Dolan, president, Association of Theatre in Higher Education, theatre studies provide students with a range of skills that can be usefully employed across occupations. Engaging with theatre arts shapes people to be articulate communicators, effective listeners, perceptive thinkers, and task-oriented leaders. Performing in theatre or spending an evening as a spectator cre-

ates a sense of community that can ripple into wider social spheres. Theatre education prepares citizens to function effectively and joyfully in cultural life.

Specifically, some of the career opportunities for a student majoring in theatre and drama include: graduate study, public relations, communications, art management, public service, teaching, as well as theatre-related careers including acting, directing, literary management, stage management, design, publicity, marketing, technical production, sound and lighting technology, box office management, playwriting, and dramaturgy.

To meet the different career objectives of the students, flexibility is incorporated into the structure of the program by including a choice of four cluster cognates consisting of three courses (nine credit hours) each. Cluster one focuses on acting and directing. Cluster two provides additional training in technical direction. A third cluster introduces the student to playwriting, and the fourth cluster provides training in management. Students may elect to take more than one cluster, or to take additional courses within the discipline of any of the cluster areas.

Drawing upon Keuka College's 60 years of leadership in experiential education, the theatre and drama major relies heavily upon directed hands-on and individualized experience. In addition to two Field Periods that help students test and explore career objectives, students will also be required to complete six different workshops in acting, directing and technical direction, as well as complete a student-initiated senior project. These experiential opportunities allow our graduates to more easily transition from academia to careers.

Requirements for a Major in Theatre and Drama

ART/ ENG	385	Applied Aesthetics: Visual and Verbal Art	3
COM	123	Public Speaking	3
ENG	315	Shakespeare	3
THR	101	Introduction to Theatre	3
THR	221	Foundations of Acting	3
THR	231	Technical Direction	3
THR	273	History of Theatre and Drama I	3
THR	274	History of Theatre and Drama II	3
THR	275	History of Theatre and Drama III	3
THR	355	Script Analysis	3
THR	361	Directing I	3
THR	485	Senior Production Project	3-6

Choose one additional course from the list below that is not included in your concentration:

ACC	101	Accounting I: Financial Accounting	3
ART	201	History of Western Art	3
ART	205	Visual Design	3
BUS	101	Introduction to Business & Society	3
DAN	101	Introduction to Dance	3
ENG	218	Creative Writing: Playwriting	3
THR	321	Advanced Acting	3
THR	331	Advanced Technical Direction	3
THR	461	Advanced Directing	3

Theatre Labs: 6 credits from at least three different lab areas: 6

THR	243L	Theatre Production Lab I	1
THR	263L	Theatre Performance Lab I	1
THR	343L	Theatre Production Lab II	1
THR	463L	Theatre Performance Lab II	1

Concentration Clusters: Choose one of the following:

1. Acting and Directing

DAN	101	Introduction to Dance	3
THR	321	Advanced Acting	3
THR	461	Advanced Directing	3

2. Technical Direction

ART	201	History of Western Art	3
ART	205	Visual Design	3
THR	331	Advanced Technical Direction	3

3. Playwriting

ENG	218	Creative Writing: Playwriting	3
ENG	301	Creative Writing Workshop	3
ENG	460	Senior Project in Creative Writing	3

4. Management

ACC	101	Accounting I: Financial Accounting	3
BUS	101	Introduction to Business & Society	3
MGT	351	Small Business Management	3
XXX		Foreign Language	3-12
THR	364	Field Period: General Theatre and Drama Field Period	3
THR	464	Field Period: Specialized Theatre and Drama Field Period	3

Elective:

THR	370	Junior Practicum or Summer Playhouse	3
TOTAL CREDITS			60-69

Dance

The courses in dance introduce students to the history and theory of dance and to the concepts of movement. Students are given the opportunity to participate in a dance production or to participate in activities related to a dance production such as costumes, scenes and lighting.

Music

The program in music offers students music history, literature, theory, and performances. The courses are designed to provide students with historical and theoretical context in order to develop their abilities to listen and appreciate music critically, analytically, and creatively. Performing activities, on the other hand, are designed to help students develop their musical talents and performing skills and techniques. Students may register for private piano and voice. The Keuka Chorale offers opportunities for performing activities. (See course descriptions, Music [MUS].)

Philosophy and Religion

The philosophy and religion courses are one part of the College's continuing effort to strengthen the liberal arts dimension of education. The courses are designed to broaden students' knowledge and consciousness; to strengthen their sense of freedom, dignity, independence and responsibility; to assist students in clarifying and transforming life purposes; and to challenge them to assume responsibility for the future. (See course descriptions, Philosophy [PHL] and Religion [REL].)

DIVISION OF NATURAL SCIENCES, MATHEMATICS, AND PHYSICAL EDUCATION

Chair: Joan Magnusen, Ph.D.

The Division of Natural Sciences, Mathematics, and Physical Education includes the disciplines of biology, chemistry, environmental science, mathematics, medical technology, physical education, and physics. The division offers majors leading to the bachelor of arts degree in biochemistry, biology, adolescent biology education, environmental science, mathematics, and adolescent mathematics education. The bachelor of science degree is given in medical technology and clinical science.

Students are assisted individually in the design of programs in premedical and other pre-professional areas. Keuka College is affiliated with the New York Chiropractic College for a three-one program with a degree in clinical science from Keuka and a M.Ch. from New York Chiropractic College. Physics courses are offered as support courses for other science programs.

The physical education academic curriculum expands the student's holistic knowledge of physical activities. Courses are selected each year according to the needs and interests of the majority of students.

Biology

The program in biology is for students having general or specialized interests in biology or requiring background for professional development. Biology provides pre-professional preparation for careers in biology, biochemistry, chiropractic, ecology, education, medical technology, medicine, microbiology, pharmacology, physical therapy, physiology, plant sciences, public health, zoology, and research.

Requirements for a Major in Adolescent Biology

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	220	General Biochemistry	4
EDU	001	Substance Abuse Workshop	0
EDU	002	Child Abuse Workshop	0
EDU	003	Violence Prevention Workshop	0
EDU	105	Diverse Learners	3
EDU	258	Adolescent Literacy	3
EDU	292	Adolescent Education Field Period	6
EDU	306	Assessment in Inclusive Schools	3
EDU	307	Foundations of Education	2
EDU	355	Educational Psychology	3
EDU	358	Reading in the Content Area	3
EDU	363	Methods of Teaching Adolescent Science	3
EDU	410	Professional Management Issues	2
EDU	411	Student Teaching Seminar	1
EDU	452	Adolescent Education Student Teaching	11
PSY	123	Introductory Human Development*	3
PSY	238	Adolescent Psychology	3
XXX	101	Foreign Language I	3

Choose one of the following courses:

MAT	106	Calculus I*	4
MAT	309	Probability and Statistics	3
SS	231	Statistics for Social Sciences*	3

Complete two biology electives at the 300 or 400 level: 6-8
TOTAL CREDITS 96-99
**Meets College core requirements.*

Requirements of a Major in Biology with a Concentration in Biomedical Studies

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
BIO	450	Senior Seminar in Natural Science	2
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	207	Organic Chemistry II	4
CHM	220	General Biochemistry	4
PHY	201	General Physics I	4
PHY	202	General Physics II	4
MAT	106	Calculus I*	4

Choose one of the following courses:

BIO	351	Vertebrate Physiology	4
BIO	326	Vertebrate Zoology	4

Choose one of the following courses:

BIO	310	Immunology	3
BIO	343	Neuroanatomy and Physiology	4
BIO	353	Cell and Molecular Biology	3

One additional biology course at the 300 or 400 level: 3-4
TOTAL CREDITS 66-68
**Meets College core requirements.*

Requirements of a Major in Biology with a Concentration in Organismal Biology

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	305	Animal Diversity	4
BIO	315	Plant Physiological Ecology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
BIO	450	Senior Seminar in Natural Science	2
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	220	General Biochemistry	4
PHY	201	General Physics I	4
PHY	202	General Physics II	4
MAT	106	Calculus I*	4

Choose two of the following courses:

BIO	324	Invertebrate Zoology	4
BIO	326	Vertebrate Zoology	4
BIO	337	Ecology and Evolution	4
CHM	207	Organic Chemistry	4

TOTAL CREDITS 68
**Meets College core requirements.*

Requirements for a Minor in Biology

BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4

Choose one of the following courses:

BIO	105	Environmental Science*	4
BIO	134	Organisms and the Environment	4

Complete two biology electives at the 300 or 400 level that are not explicitly required for the student's major or concentration 7-8
TOTAL CREDITS 19-20
**Meets College core requirements.*

Biochemistry

Biochemistry at Keuka is an interdisciplinary program in the sciences designed for students whose academic interests lie both in the areas of biology and chemistry. The program provides pre-professional preparation for careers in medicine, dentistry, medical technology, pharmacology, biochemistry, physical therapy, physiology, public health, and technical research in a variety of agricultural, genetic, and biomedical settings.

Requirements for a Major in Biochemistry

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	318	Genetics	4
BIO	353	Cell and Molecular Biology	3
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	207	Organic Chemistry II	4
CHM	220	General Biochemistry	4
CHM	320	Advanced Biochemistry	4
CHM	328	Introduction to Physical Chemistry	4
CHM	390	Junior Seminar in Natural Science	2
CHM	450	Senior Seminar in Natural Science	2
PHY	201	General Physics I	4
PHY	202	General Physics II	4
MAT	106	Calculus I*	4
TOTAL CREDITS			67

**Meets College core requirements.*

Requirements for a Minor in Chemistry

CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
Choose one of the following courses:			4
CHM	207	Organic Chemistry II	
CHM	220	General Biochemistry	
Complete one additional chemistry course at the 300 or 400 level that is not explicitly required for the student's major or concentration			4
TOTAL CREDITS			20

**Meets College core requirements.*

Environmental Science

The environmental science program at Keuka is an interdisciplinary program which combines specialized courses in environmental science with courses in biology, chemistry, and physics. The major-specific courses emphasize ecosystem dynamics, embedded with the essential laboratory and field techniques. Nearby Keuka Lake provides an easily accessible resource for instruction and research. Students also have the opportunity to interact with community groups with interest in the science of the environment (The Keuka Lake Association and Cornell Cooperative Extension). The environmental science program provides preparation for skilled-technical jobs in environmental science or for continuing study.

Requirements for a Major in Environmental Science

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	207	Microbiology	4
BIO	234	Cell and Developmental Biology	4
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	207	Organic Chemistry II	4
ENV	315	Plant Physiological Ecology	4
ENV	337	Ecology and Evolution	4
ENV	351	Biogeochemistry	4
ENV	360	Limnology	4
ENV	390	Junior Seminar in Natural Science	2
ENV	450	Senior Seminar in Natural Science	2
ENV	490	Environmental Science Field Period	3
MAT	105	Pre-Calculus*	3
MAT	106	Calculus I*	4
PHY	201	Physics I	4
PHY	202	Physics II	4
Complete one additional BIO/CHM/ENV course at the 300 or 400 level			4
TOTAL CREDITS			74

Medical Technology

The bachelor of science in medical technology prepares students for eligibility to take the certification examination of the American Society of Clinical Pathologists. The program includes three years of study at Keuka followed by 12 months of study in a school of medical technology approved by the American Society of Clinical Pathologists. Satisfactory completion of the work in any school approved by the American Society of Clinical Pathologists fulfills the clinical requirements. A student who completes a baccalaureate degree in biology or biochemistry and has the appropriate prerequisites may also apply to any school of medical technology approved by the American Society of Clinical Pathologists for advanced study in preparation for the certification exam.

Requirements for a Major in Medical Technology

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	220	General Biochemistry	4

Choose one of the following courses:			3-4
MAT	106	Calculus I*	4
SS	231	Statistics for Social Sciences*	3

Complete three of the following courses:			10-12
BIO	310	Immunology	
BIO	326	Vertebrate Zoology	
BIO	351	Vertebrate Physiology	
BIO	353	Cell and Molecular Biology	
CHM	328	Introduction to Physical Chemistry	
CHM	320	Advanced Biochemistry	

Clinical Requirement:	
One year at an approved school of medical technology	34
TOTAL CREDITS	83-86

**Meets College core requirements.*

Mathematics

This program covers analysis, algebra, geometry, statistics, service courses for majors in other divisions, and courses for non-mathematics and non-science majors. A major in mathematics prepares the student for graduate study, for a career in secondary education teaching, or for a career in industry or with the federal government.

Requirements for a Major in Mathematics

CMP	201	Computer Programming: (Language)*	3
MAT	106	Calculus I	4
MAT	207	Calculus II	4
MAT	208	Calculus III	4
MAT	230	Linear Algebra	3
MAT	245	Transition to Abstract Mathematics	3
MAT	405	Senior Seminar	3
PHY	201	General Physics I	4
PHY	202	General Physics II	4
3 Electives in mathematics approved by the mathematics faculty, all above the 300 level			9
TOTAL CREDITS			41

**Meets College core requirements.*

Requirements for a Major in Mathematics 7–12

CMP	201	Computer Programming	3
EDU	105	Diverse Learners	3
EDU	292	Education Field Periods	6
EDU	001	Substance Abuse Workshop	0
EDU	002	Child Abuse Workshop	0
EDU	003	Violence Prevention Workshop	0

EDU	258	Adolescent Literacy	3
EDU	306	Assessment in Inclusive Schools	3
EDU	307	Foundations of Education	2
EDU	355	Educational Psychology	3
EDU	358	Reading in the Content Areas	3
EDU	365	Methods of Teaching Mathematics	3
EDU	410	Professional Teaching Techniques	2
EDU	411	Student Teaching Seminar	1
EDU	452	Adolescent Education Student Teaching	11
MAT	106	Calculus I*	4
MAT	207	Calculus II	4
MAT	208	Calculus III	4
MAT	230	Linear Algebra	3
MAT	245	Transition to Abstract Mathematics	3
MAT	309	Probability & Statistics	3
MAT	350	Geometry	3
MAT	405	Senior Seminar	3
PHY	201	General Physics I	4
PSY	123	Introductory Human Development	3
PSY	238	Adolescent Psychology	3
XXX	102	Foreign Language II	3
Elective in mathematics approved by the mathematics faculty, all above the 300 level			
TOTAL CREDITS			93

**Meets College core requirements.*

Requirements for a Minor in Mathematics

MAT	106	Calculus I*	4
MAT	207	Calculus II	4
MAT	208	Calculus III	4
MAT	245	Transition to Abstract Mathematics	3
Complete CMP 201 or MAT 230 or a math elective at the 300 or 400 level.			
Complete one math elective at the 300 or 400 level.			
TOTAL CREDITS			21

**Meets College core requirements.*

Pre-Medicine

Admission requirements for medical schools vary. Most medical schools require a broad liberal arts education with a strong background in the sciences. The faculty at Keuka College works individually with premedical students to develop programs that meet the requirements for entry to medical school. Most premedical students complete majors in biochemistry or biology—with a concentration in biomedical studies.

Clinical Science

The clinical science program provides entry into the New York Chiropractic College and grants the bachelor of science degree from Keuka College based on transfer of first-year clinical type courses from the Chiropractic College for completion of the Keuka College degree. Keuka also offers a second option for obtaining a Keuka College degree should a student decide not to move into the Chiropractic College. A minimum GPA of 3.100 is required for admission into the New York Chiropractic College, with a minimum grade of C in science courses.

Requirements for a Major in Clinical Science

BIO	134	Organisms and the Environment	4
BIO	135	Cells and Organisms	4
BIO	234	Cell and Developmental Biology	4
BIO	207	Microbiology	4
BIO	318	Genetics	4
BIO	390	Junior Seminar in Natural Science	2
CHM	111	General Chemistry I*	4
CHM	112	General Chemistry II	4
CHM	206	Organic Chemistry I	4
CHM	220	General Biochemistry	4
MAT	105	Pre-Calculus*	3
MAT	106	Calculus I*	4

PHY	201	General Physics I	4
PHY	202	General Physics II	4

*Credits for CHM 111 and MAT 105 are counted within the core curriculum credits.

TOTAL CREDITS 53

Clinical Requirements

Option I Transfer Credits

Senior year from New York Chiropractic College. A total of 30 credits of C or higher grade work selected from the following:

Cell and Tissue Biology	4
Cell Physiology	2
Gross Anatomy I	6.5
Gross Anatomy II	6.5
Gross Anatomy III	6.5
Principles of Biochemistry	3
Biochemistry of Nutrition and Metabolism	4
Neuroscience I	5
Neuroscience II	5
System Physiology	6
Clinical Microbiology	4

Only courses completed with a grade of C or higher are eligible for transfer to Keuka College.

Option II

Thirty additional credits from Keuka College including:

FP	290	Field Period	3
BIO	450	Senior Seminar in Natural Sciences	2

Choose two of the following courses: 6-8

BIO	310	Immunology
BIO	326	Vertebrate Zoology
BIO	343	Neuroanatomy and Physiology
BIO	351	Vertebrate Physiology
BIO	353	Cell and Molecular Biology

Complete one additional biology or chemistry course at the 300 or 400 level 4

Complete elective credits 13-15

**Meets College core requirements.*

Physical Education

This academic curriculum is designed to provide the student with a variety of courses to meet individual needs and interests and to encourage students to practice a life-long active lifestyle.

DIVISION OF NURSING

Chair: Linda R. Rossi, Ed.D., RN, CS

Note: Keuka College no longer accepts freshman applications for its traditional, four-year on-campus baccalaureate nursing program. Students currently enrolled in the program will be able to complete their degrees on schedule and transfers will be accepted provided they can complete the program by May 2006. Keuka does offer a bachelor's degree completion program in nursing at various sites in New York state.

The purpose of a baccalaureate nursing education is to provide knowledge of the theory and practice of professional nursing. Graduates of the Keuka College nursing program earn the bachelor of science degree with a major in nursing. This degree is awarded to generic students who are then eligible to take the licensing exam, to RNs returning to school for degree completion, and to students with a degree in another field who wish to pursue a nursing career. The program of study provides learning experiences which enable students to practice in a variety of health care settings, to initiate and coordinate health care, and to learn to think critically. Comprehensive health care is emphasized for individuals, families and communities.

The freshman and sophomore levels of the Keuka College nursing program emphasize liberal arts and science courses that serve as a foundation for the theory and practice of professional nursing. The first nursing course, offered in the sophomore year, introduces students to Keuka's community-based nursing curriculum. The focus is on the family in the context of the community and on other themes, such as rural health care delivery, personal and professional development, group process, and interdisciplinary practice. Junior and senior level courses continue the program themes and focus on such content areas as health assessment, human genetics, and nursing competencies. The diversity of nursing roles is explored throughout the program, including the role of the nurse as manager, teacher, clinician, researcher, and client advocate. In addition, students are challenged to examine the ethical, legal, and political issues affecting the nursing profession and the health care delivery system.

Clinical practice becomes increasingly self-directed as students progress through the program. Clinical affiliations are numerous and span a variety of urban and rural health care settings.

A special characteristic of the nursing program features the junior and senior Field Periods in nursing, which students design in collaboration with nursing faculty. During these Field Periods, students must integrate previous course work to prepare themselves for employment after graduation. Keuka nursing students graduate with a professional portfolio documenting a variety of career-related experiences to facilitate job placement.

Students who achieve a grade point average (GPA) of 3.5 or higher may elect to pursue division honors upon completion of junior course work. These honors and other division awards are described in the *Nursing Division Guidebook*.

Another important student activity involves membership in the Keuka College Student Nurses Association

(KCSNA). This organization provides nursing students with opportunities for leadership and collegiate activities.

Following completion of the program and the awarding of the baccalaureate degree, graduates are eligible to apply for the National Council Licensure Examination (NCLEX-RN) for professional nursing, and to apply for a license to practice as a registered professional nurse (RN).

The following courses are prerequisites for the nursing major. Students must earn a grade of C or better in each course and have a cumulative GPA of 2.5 or better:

BIO	203	Anatomy and Physiology I*	4
BIO	204	Anatomy and Physiology II	4
BIO	207	Introduction to Microbiology	4
CHM	107	Elements of Physiological Chemistry	3
ENG	110	College English I*	3
ENG	112	College English II*	3
PHL	115	Ethics*	3
PSY	123	Introductory Human Development	3
SOC	101	Introduction to Sociology	3
SS	231	Statistics for Social Sciences*	3

**Meets College core requirements.*

All of the following nursing courses are required and must be completed with a grade of C+ or higher in order to meet degree requirements for the nursing major and to apply for admission to the licensing examination for registered professional nurses.

NUR	300	Health Assessment	3
NUR	302	Nutrition, Health, and Illness	2
NUR	303	Epidemiology	2
NUR	308	Foundations of Nursing Practice	4
NUR	309	Family Health Nursing	3
NUR	310	Pathophysiology/Pharmacology	3
NUR	311	Genetics in Nursing	3
NUR	312	Childbearing Family Health Nursing	4
NUR	314	Adult Elder Health Nursing I	4
NUR	315	Nursing Research	3
NUR	316	Nursing History	1
NUR	317	Professional Development	1
NUR	391	Nursing Field Period	3
NUR	400	Business Planning for Health Care	3
NUR	402	Mental Health Nursing	3
NUR	412	Childrearing Family Health Nursing	3
NUR	414	Adult Elder Health Nursing II	4
NUR	415	Community Health Nursing	4
NUR	425	Nursing Leadership	3
NUR	430	Professional Practice Issues	2
NUR	491	Senior Nursing Field Period	3

Students must maintain a cumulative grade point average of 2.5 or higher in order to progress in the nursing program.

Additional nursing division policies are listed in the Nursing Division Guidebook. The nursing program is accredited by:

The National League for Nursing
Accrediting Commission (NLNAC)
61 Broadway 33rd Floor
New York, N.Y. 10006
Telephone (212) 363-5555

An Interdisciplinary Minor in Gerontology

Several programs at Keuka prepare students to work in organizations that address problems and everyday needs of older people. Examples of these programs are nursing, occupational therapy, education, social work, and management. The minor in gerontology addresses characteristics and lifestyles of older people served by many graduates of these programs. Students study a wide range of issues that impact the older person's life, including those related to

health, illness, and disability. Students focus on biological, psychosocial, cultural, spiritual, financial, historical, leisure, public policy, and other contextual factors that affect older people's lives.

The minor in gerontology is coordinated by the Division of Nursing.

Requirements for a Minor in Gerontology

GRN	101	Introduction to Social Gerontology	3
GRN	301	Perspectives on Aging	3
SOC	344	Sociology of the Family	3
One Field Period in gerontology (must be done after completion of GRN 101 or GRN 301)			3

Complete one of the following:

NUR	311	Genetics in Nursing	3
GRN	220	Issues in Death and Dying	3
GRN	399	Independent Study in Gerontology	1-3
OT	353	Occupational Development in Later & Older Adults	3
OT	363	Occupational Dysfunction in Later & Older Adults*	3
PSY	251	Psychology of Adulthood and Aging	3
SOC	213	Medical Sociology	3

**Meets the requirements for one additional three-credit course related to gerontology.*

One three-credit course related to gerontology and approved by the minor advisor must be selected, for a total of 18 credits in the minor.

Candidates for the minor must have sophomore standing and a grade point average of 2.0 or higher. Course work may begin prior to the declaration of the minor.

DIVISION OF OCCUPATIONAL THERAPY; (DAISY MARQUIS JONES PROGRAM IN OCCUPATIONAL THERAPY)

Chair: Victoria Smith, Ed.D, M.B.A., O.T.R.

Occupational therapy is a health care profession that promotes life-long health and well being of individuals through engagement in occupation. Occupation refers to all of the everyday tasks that people of all ages do to care for themselves, to contribute meaningfully and productively within their society, and to enjoy life. These occupations include tasks associated with self-care, play or leisure activities, work, school and other productive activities. Occupational therapists work with individuals to increase daily function, enhance and support development, and prevent disability through the promotion of individual performance and by adapting tasks and environments.

Occupational therapists can be found working in schools, hospitals, rehabilitation centers, skilled nursing facilities, community agencies, private practice, psychiatric facilities and outpatient clinics, home care agencies, business and industry, and wellness organizations. In addition, there are emerging practice areas, such as:

- consulting on home and building designs to assure accessibility,
- providing driver evaluation and training to senior citizens,
- consulting with business and industry on ergonomics and health maintenance strategies,
- collaborating with optometrists, and
- developing assistive devices and consulting on technology.

The primary mission of the Daisy Marquis Jones Program in Occupational Therapy is to develop competent practitioners who are capable of:

- promoting the best practice of occupational therapy in established and emerging practice settings.
- enhancing the quality of life of all people with whom they interact.
- contributing to the development of knowledge of occupation and its use to promote health and wellness in individuals of all ages and in all places where people carry out their lives.
- influencing occupational therapy practice through leadership, scholarship, and service.

Clinical Practice Experience

Consistent with the College being the national leader in experiential, hands-on learning, the students in occupational therapy are engaged in practice throughout their five years. Each January during the undergraduate phase of their education, students have the opportunity to spend two weeks working with children and two weeks with adults in a variety of occupational therapy practice settings. The January practice experiences are linked to the fall and spring academic courses. In fall courses, students gain the necessary knowledge and skills to ensure success in the practice settings each January, and then the spring courses capture and help integrate the practical knowledge gained in the field.

In addition to these January practice experiences, students complete two, three-month clinical practice experiences. These experiences are integrated

within the graduate year, and are the culminating learning experiences in becoming an occupational therapist.

The curriculum in occupational therapy is designed to provide a strong foundation in the liberal arts, sciences, and humanities, to offer a comprehensive and rigorous professional education, and to develop the attitudes and skills for lifelong learning and leadership. Since learning is change due to experience, the curriculum is rich in experience and is organized around students' analyses of these experiences. As students progress through the educational sequence, they accumulate an expanding reservoir of experiences that enables them to acquire increasingly rich resources for learning and at the same time provides them with a broadening base on which to relate new learning.

The underlying philosophy of both the bachelor's and master's curricula is based on the following beliefs:

• People are complex and multidimensional biopsychosocial beings who dynamically interact, impact, and are impacted by physical, social, political, cultural, and spiritual environments. These environments in turn contribute to the structure and fabric of meaning in their lives.

• People interface with their environments through the engagement in occupation. Occupations are defined as everyday tasks that people of all ages do to care for themselves, to contribute meaningfully and productively within their society, and to enjoy life. Occupations consist of "the units of organized activity within an ongoing stream of human behavior that are named and classified according to the purpose they serve" (Yerxa, 1998). Occupation is a basic human need and serves as an organizing force for a person's time and behavior within their environments.

• Occupational therapists promote, enable, and/or enhance the basic need for occupation regardless of environmental constraints, social misconceptions and bias, or reimbursement.

• Occupational therapists view the wellness of individuals and populations as a state of complete physical, mental, sociocultural, spiritual and economic/political well being, and not merely the absence of disease or infirmity.

• Increasing the quality of life for all recipients of occupational therapy is an intrinsic value and keystone of occupational therapy education and practice.

• Occupational therapists practice wherever people carry on their lives. There are no limits to where the principles and concepts of occupational therapy can be applied.

• Based on the most current research on the relationship between occupation and well being, occupational therapists develop and implement innovative occupational therapy practices to enable people to lead lives of meaningful occupation.

• Occupational therapists are true change agents who are facilitators, leaders, and creators of "paths of betterment." Ever respectful of each person's

culture, beliefs, and values, occupational therapists foster and promote an "I can" belief in others. Families, teams, departments, organizations, communities, and societies are enhanced when this belief is internalized.

The Division of Occupational Therapy offers a five-year master of science degree program in which students receive a bachelor of science degree in occupational science after the completion of four years of study and a master of science degree in occupational therapy after the fifth year. This is a freshman-entry program, but transfer students may be accepted at the junior year providing that the student has completed the necessary courses. The fifth year of study consists of one summer and two academic semesters, including two full-time Level II fieldwork experiences completed at a variety of health and/or human service environments.

The occupational therapy program is accredited through 2007 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at:

American Occupational Therapy Association, Inc.
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220
(301) 652-AOTA

Graduates of the master's degree program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist, Registered (OTR). When students apply for this examination, questions related to the topic of felonies will be asked. For further information on these limitations, students may contact NBCOT at:

National Board for Certification in Occupational Therapy
800 S. Frederick Avenue, Suite 200
Gaithersburg, MD 20877-4150
(301) 990-7979
www.nbcot.org

In New York and most other states, a professional license is required for practice and the NBCOT examination serves as the licensing examination in most states. Students are, however, required to apply separately for licensure and certification upon graduation.

Bachelor of Science in Occupational Science

This degree does not provide eligibility for certification or licensure in occupational therapy. It is awarded after four years of study in the five-year B.S./M.S. program in occupational science/occupational therapy.

Admission Policy

Freshmen:

Students planning to major in occupational therapy should declare this intent during the admission process. Students are guaranteed a place in the occupational therapy undergraduate program in occupational science but must meet the following requirements before the fall semester of their junior year.

• A semester GPA of at least 3.0 for both fall and spring semesters of sophomore year.
• Receive at least a C in all prerequisite and required support courses, and OCC 120 and OCC 237.
• Demonstration of professional behavior at all times within all academic, practice, and community environments as articulated in the Division of Occupational Therapy student handbook.

There are occasions where students enter college without the necessary preparation and are unable to meet the requirements for admission to the junior year and progression through the program. In these instances students may petition the chair of the division of occupational therapy and request that they be allowed to repeat courses where they received less than the required grade and/or to take additional courses in order to raise their cumulative GPA to the required 3.0 for each of the sophomore year semesters.

Sophomores:

Students from within the College may elect to enter the occupational therapy program as sophomores and can do so without difficulty, but they must be able to meet the requirements outlined above prior to entering their junior year.

Students from other colleges and universities who are interested in this major and who wish to transfer to Keuka College at the sophomore level, must have 30-32 transferable credits, the majority of which should satisfy the College's core curriculum requirements. Students must be able to meet the requirements outlined above prior to entering their junior year.

Note: the Office of Admissions conducts all processing of transfer applications.

Retention, Probation, Dismissal, and Appeal Process

Retention:

To remain in good standing in the division of occupational therapy, students enrolled in the undergraduate program in occupational science must achieve all of the following conditions for each semester of the junior and senior years:
• A GPA of 2.67 or better,
• A grade of C or better in all prerequisite and required support courses,
• A grade of C or better in all required occupational science courses.
• Demonstration of professional behavior at all times within all academic, practice, and community environments as articulated in the Division of Occupational Therapy student handbook.

Probation:

Students who are unable to meet all of the conditions above will be placed on divisional probation for the upcoming semester. The chair of the Division of Occupational Therapy will inform these students in writing of the occupational therapy faculty's decision to place them on probation and the reason(s) for such action within 10 days after the semester grades have been distributed.

Dismissal:

Students placed on divisional probation will be allowed one semester to meet the condition(s) stated in the division chair's letter that placed the student on divisional probation. Failure to return to good standing in the division of occupational therapy will result in the student's dismissal from the division. The division chair will notify the student within 10 days after the semester grades have been distributed. Those meeting the condition(s) will be returned to good standing. A student may only be placed on divisional probation twice during the four semesters of their junior and senior years.

Appeal Process:

Students retain the right to appeal all decisions and actions of the occupational therapy faculty. A student wishing to appeal an action or decision of the faculty must communicate this in writing to the division chair within 14 days from the date of the letter notifying the student of the faculty's decision or action.

The letter of appeal must contain all of the following elements:

• Those internal and external factors that contributed to the student's inability to meet the Division of Occupational Therapy's conditions for remaining in good standing,

• The qualities the student possesses that will enable him/her to be an effective occupational therapist if the occupational therapy faculty rules favorably on the student's appeal, and

• The specific action(s) the student will take to prevent a recurrence of the difficulties that led to the occupational therapy faculty's decision and action.

Decisions relevant to retention, probation, dismissal, and appeal process do not impact the student's standing in the College.

Admission into the Master of Science in Occupational Therapy Program:

The rigors of graduate education require that students be well prepared and have demonstrated the professional competencies commensurate with the demands of a master's level curriculum. In order to enter the graduate phase of their occupational therapy education, students must meet these conditions:

• Completion of the undergraduate degree in occupational science with a cumulative grade-point-average of at least 3.0.*

• Demonstrated professional behavior as articulated in the Division of Occupational Therapy's student handbook.

• Satisfactory completion of the required eight clinical practice experiences contained within the four January Field Period or Level I Fieldwork experiences.

• Students whose cumulative grade-point-average is below 3.0, but is at least 2.67, may petition the occupational therapy faculty for a special review of their qualifications. Each student in this situation will be reviewed individually and will be required to submit other evidence of their potential to complete graduate education as directed by the occupational therapy faculty.

Requirements for the Major in Occupational Science

All of the following support courses are required and must be completed with grades of C or higher for students to

remain in the major. In addition, students must maintain a minimum GPA of 2.67 for each semester, and demonstrate professional behavior at all times within all academic, practice, and community environments as articulated in the Division of Occupational Therapy student handbook.

Required Support Courses:

BIO	203	Anatomy and Physiology I*	4
BIO	222	Applied Anatomy	4
BIO	343	Neuroanatomy and Physiology	4
CMP	101	Computer Orientation*	1
PHL	115	Ethics*	3
PSY	101	Introductory Psychology*	3
PSY	328	Personality Theory and Dynamics	4
SOC	101	Introduction to Sociology*	3
SOC	302	Ethnic Diversity	3
SS	231	Statistics for Social Science*	3
FP	290	Diversity Field Period**	3

Choose one of the following courses:

PSY	232	Experimental Methodology	3
SOC	301	Methods of Social Research	3
TOTAL CREDITS			38

**Meets College core requirements.*

***Meets College Field Period requirements.*

All of the following professional courses are required and must be completed with grades of C or higher for the student to remain in the major. A student must maintain a minimum GPA of 2.67 for each semester.

Required Professional Courses:

OCC	120	Occupation and Self	3
OCC	237	Interactive Reasoning in Occupational Therapy	3
OCC	351	Occupational Development in Childhood	3
OCC	352	Occupational Development in Adolescence-Middle Adulthood	3
OCC	353	Occupational Development in Later Adulthood-Older Adulthood	3
OCC	361	Occupational Dysfunction in Childhood	3
OCC	362	Occupational Dysfunction in Adolescence-Middle Adulthood	3
OCC	363	Occupational Dysfunction in Later Adulthood-Older Adulthood	3
OCC	365	Occupation, Adaptation, and Technology I	3
OCC	390	Occupational Science Field Period (Level I Fieldwork)	3
OCC	471	Occupational Intervention in Childhood I	4
OCC	472	Occupational Intervention in Adolescence-Middle Adulthood I	4
OCC	473	Occupational Intervention in Later Adulthood-Older Adulthood I	4
OCC	475	Occupation, Adaptation, and Technology II	3
OCC	477	Functional Groupwork in Occupational Therapy	3
OCC	481	Occupational Intervention in Childhood II	4
OCC	482	Occupational Intervention in Adolescence-Middle Adulthood I	4
OCC	483	Occupational Intervention in Later Adulthood-Older Adulthood II	4
OCC	490	Occupational Science (Level I.b) Field Period**	3
TOTAL CREDITS			63

***Meets College Field Period requirements.*

COURSE DESCRIPTIONS

Accounting

ACC 101 Accounting I: Introduction to Financial Accounting
Financial accounting deals with the preparation, presentation, and analysis of financial statements. The course involves the study of the terminology and conceptual framework underlying the measurement, processing, and communication of financial information to external and internal users. The course is required of all business and management majors, but is open to any student with an interest in learning this essential part of the language of business. (Offered every fall semester.) (3)

ACC 102 Accounting II: Introduction to Managerial Accounting
Prerequisite: ACC 101. Management accounting is the timely generation of financial information in an easily understandable format for use in internal decision making. The course stresses the importance and usefulness of relevant accounting information in short- and long-term planning, cost-control, quality assessment, and decision making. (Offered every spring semester.) (3)

ACC 201 Intermediate Accounting I
Prerequisites: A grade of C or higher in ACC 101 and 102. This course is designed and required for the major in accounting. An in-depth study is made of the form, content, and objectives of corporate financial reporting. It includes controversial issues involved in revenue recognition, inventory evaluation, depreciation theory, and intangible assets, together with the impact these matters have on the determination of corporate earnings. (Offered every fall semester.) (3)

ACC 202 Intermediate Accounting II
Prerequisite: ACC 201. This course is a continuation of ACC 201. Topics include current and contingent liabilities, long-term debt securities, stockholder's equity, earnings per share, income tax allocation, leases, pensions, accounting changes, statements of cash flow, and financial statement analysis. (Offered every spring semester.) (3)

ACC 295 Introductory Topics in Accounting
Prerequisite: to be determined by the Division of Business and Management. An introductory study of a specific topic within accounting. Intended for freshmen and sophomores, or for students with little or no background in accounting. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

ACC 301 Cost Accounting I
Prerequisites: ACC 101, ACC 102 with grades of C or higher. One statistics course and one college-level mathematics course are recommended. This course is designed and required for the major in accounting. Determination and analysis of the costs of manufacturing products and providing services that attempt to satisfy information needs of management are emphasized. Topics include cost accounting theory and techniques, job order and process costing systems, standard costing, and flexible and master budgeting. The focus is on developing the analytical and quantitative skills that aid in the process of interpreting cost information and making decisions. (Offered every even-year fall semester.) (3)

ACC 302 Cost Accounting II
Prerequisite: ACC 301. One statistics course and one college-level mathematics course are highly recommended. This course is a continuation of ACC 301. Topics covered include absorption and variable costing, cost-volume-profit analysis, cost control, activity-based costing and other innovative techniques, transfer pricing decisions, perform-

ance evaluation, relevant costing, capital asset selection and capital budgeting, and quantitative planning tools, such as linear programming and regression analysis. (Offered every odd-year spring semester.) (3)

ACC 320 Accounting for Non-profit Organizations
Prerequisite: ACC 202. This course introduces and examines the characteristics relating to the accounting concepts, procedures, and financial reporting requirements of governmental, medical, educational, religious, and other charitable organizations. (Offered as needed.) (3)

ACC 351 Advanced Accounting
Prerequisite: ACC 202. This course studies the problems related to such specialized topics as partnerships, consignment and installment sales, agency and branch operations, consolidations and business combinations, foreign operations, fiduciaries, and non-profit organizations. (Offered every fall semester.) (3)

ACC 399 Independent Study
Prerequisites: junior or senior standing and consent of instructor. (Offered every semester.) (1-3)

ACC 401 Auditing
Prerequisite: ACC 202. An intensive examination of the methods and procedures used to obtain necessary evidence to form an independent professional opinion regarding the fair representation of clients' financial statements. Topics include the ethical and legal responsibilities of the auditor, evaluation of internal controls, the use of sampling techniques, and current AICPA auditing publications. (Offered every fall semester.) (3)

ACC 402 Computer Auditing Applications
Prerequisites: ACC 401, CMP 120. This course applies computer techniques to the planning and completion of the auditing function. Computer auditing approaches are discussed, with an emphasis on security and control. The focus is on practical applications and analysis of current case studies. (Offered as needed.) (3)

ACC 411 Income Tax Accounting I
Prerequisite: ACC 102. This course is designed for all students who have completed the introductory accounting courses (ACC 101, 102) and who have an interest in federal income tax matters concerning the individual taxpayer. After an introduction to the federal tax system in the United States, topics include: gross income, deductions allowable in determining adjusted gross income and taxable income, special tax computations and credits, recognition and non-recognition of gains and losses, basis rules, special treatment of capital assets, and administrative provisions of the tax law. (Offered every odd-year fall semester.) (3)

ACC 412 Income Tax Accounting II
Prerequisite: ACC 411. This course is devoted to the taxation of corporations, partnerships, and fiduciaries. Topics include: transactions between partners and partnerships for retirement, death, transfer or partial liquidation of an interest; special deductions for corporations; Subchapter S; corporate distributions; organization, reorganization, or liquidation; tax on accumulated earnings; personal holding examples; and tax research. (Offered every even-year spring semester.) (3)

ACC 495 Advanced Topics in Accounting
Prerequisite: to be determined by the Division of Business and Management. An advanced study of a specific topic within accounting. Intended for juniors and seniors, or for students with an appropriate background in accounting. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

American Sign Language

ASL 101 Sign Language
An introductory course that develops both expressive and receptive skills in American Sign Language (ASL). Characteristics of the hearing-impaired culture are covered. (Offered as needed.) (1)

ASL 110 Introduction to the Deaf Community
A survey of American Sign Language and deaf culture. Emphasis on American Sign Language structure, history, and usage. Discussion of a socio-cultural perspective of deaf people, including readings from anthropology, sociology, linguistics, and education. Includes an examination of American attitudes toward sign language and deaf culture. Assessment: journals, written examinations, and oral presentations. (Offered every semester.) (3)

ASL 111 American Sign Language I
Pre- or corequisite for American Sign Language majors, minors, and concentrations: ASL 110. Development of basic ASL communication skills with appropriate vocabulary and grammatical structures. Emphasis on communicative and linguistic functions. Thirty hours of laboratory practicum required. Assessment: satisfactory completion of course requirements and the laboratory practicum, and demonstration of signing skill. (Offered every fall semester.) (3)

ASL 112 American Sign Language II
Prerequisite: ASL 111. A continuation of American Sign Language I. Thirty hours of laboratory practicum required. Assessment: satisfactory completion of course requirements, the laboratory practicum, and demonstration of appropriate signing skill. (Offered every spring semester.) (3)

ASL 211 American Sign Language III
Prerequisite: ASL 112 or by placement. Review of ASL grammatical features and further development of communicative functions at the intermediate level. Thirty hours of laboratory practicum requirement. Assessment: satisfactory completion of course requirements, the laboratory practicum, and demonstration of appropriate signing skills. (Offered every fall semester.) (3)

ASL 212 American Sign Language IV
Prerequisite: ASL 211. A continuation of ASL 211. Thirty hours of laboratory practicum required. Assessment: satisfactory completion of course requirements, the laboratory practicum, and demonstration of appropriate signing skill. (Offered every spring semester.) (3)

ASL 311 American Sign Language V
Prerequisite: ASL 212. Advanced American Sign Language development with a focus on grammatical and lexical expansion. Communication dialogues will emphasize sociocultural aspects of deafness. (Offered every fall semester.) (3)

ASL 312 American Sign Language VI
Prerequisite: ASL 311. Continuing development of ASL proficiency and fluency. Focuses on more advanced linguistic aspects of ASL and a synthesis of all concepts previously learned. (Offered every spring semester.) (3)

ASL 320 Linguistics of American Sign Language
Prerequisites: ASL 211, ENG 308. Analysis of the symbolic and linguistic structure of American Sign Language and other sign systems. Includes aspects of phonology, morthology, syntax, semantics, grammar, and discourse. Examination of bilingual and bicultural practices, sociolinguistics, and related research. Assessment: written examination. (Offered every odd-year spring semester.) (3)

ASL 350 American Sign Language: Deaf Literature
This course involves the use of ASL poetry and storytelling. ASL poetry will be analyzed and incorporated as part of receptive/expressive language development and advanced skills enhancement. Includes story-telling techniques through the use of standard American folk lore and other culturally valued forms of literature (ABC stories, "one-deaf" stories, and sign play). Students will evaluate existing video tapes of deaf poets and sign language stories. Assessment: written examination and demonstration and/or videotaping of storytelling techniques. **Course will be taught in ASL.** (Offered every even-year spring semester.) (3)

ASL 360 Junior Practicum
Practical experience using ASL in a professional environment with supervision of an agency staff person approved by department faculty. Assessment: positive evaluation by field supervisor, a daily log, and a final written report analyzing the experience. (Offered every semester.) (3)

ASL 361 Deaf Culture
Pre- or co-requisite: ASL 212. A survey of sociocultural factors that define deaf persons as members of a cultural minority. Emphasis is placed on the role of language in deaf culture, cultural rules, beliefs shared among members, and the difference between the deaf community and deaf culture. Cross-cultural communication and mediation between deaf and hearing cultures will be addressed. **Course will be taught in ASL.** (Offered every fall semester.) (3)

ASL 394 American Sign Language Field Period
Prerequisite: Junior standing or consent of the adviser. Off-campus experiential education opportunity that allows the student to improve his/her proficiency in signing ASL, expand ASL vocabulary, acquire knowledge of ASL colloquialisms, learn non-verbal communication skills and advance an understanding of deaf culture. The focus of this field period should be on language acquisition and improvement, not on a career. (Offered every January and summer semester). (3)

ASL 450 Internship in American Sign Language
Prerequisite: senior standing and at least 24 credit hours in the major. Supervised field work in an approved setting to provide an opportunity to learn the specialized language of a particular business or corporation. Internship requires a minimum of 2 hours per credit hour per week for 14 weeks or its equivalent in total hours. A series of videos and other requirements will be assigned by the supervising faculty member. (Offered every semester). (3-12)

ASL 495 Advanced Study in American Sign Language
Prerequisite: consent of the instructor. An advanced study of American Sign Language. Intended for juniors and seniors, or for students with an appropriate background in American Sign Language. The student may repeat the course, but not the topics. (Offered as needed.) (3)

Art

ART 101 Art, Meaning, and Media
A broad introduction to concepts, vocabulary, media, and history of art that reveals universal qualities in human aesthetic responses, as well as the special differences that define societies and cultures through examples from the past, the present, and from diverse cultures. Opportunities for experiential learning in workshops in various media are an integral part of the course. (Offered every odd-fall semester.) (3)

ART 201 History of Western Art
A survey of fine art in the Western world from cave paintings to the art of the mid-19th century. (Offered every odd-spring semester.) (3)

ART 205 Visual Design
A dynamic approach to surface rendering through color manipulation and creative problem solving, including color systems, basic principles of design, composition, and visual expression. (Offered every even-year spring semester.) (3)

ART 215 Drawing I
Studio course in creating illusions of form, light and space on a two-dimensional surface through manipulation of tone. (Offered every even-year fall semester.) (3)

ART 225 Painting I
Foundation study of painting, including color theory. Emphasis on direct observation and practice. Exposure to paintings and artists of the past. (Offered every even-year spring semester.) (3)

ART 235 Ceramics I
Clay work involving hand-building and basic glazing techniques for functional and non-functional objects. (Offered every odd fall semester.) (3)

ART 245 Printmaking I
The techniques of creating printed images from blocks of wood, linoleum, plexiglass, and other techniques explored for their expressive and aesthetic potential. (Offered as needed.) (3)

ART 255 Sculpture I
A studio course in the study of form and space relationships as applied to sculpture, presenting basic techniques. Process to involve work in wood, clay and plaster. (Offered every odd spring semester.) (3)

ART 282 Photography
An introductory course in camera functions and basic darkroom techniques. Emphasis will be placed on formal composition, aesthetics, and proper methods of processing photographic materials and chemicals. This course is designed for students with little or no experience in photography. (Offered every fall semester). (3)

ART 295 Introductory Topics in Art
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within art. Intended for freshmen and sophomores, or for students with little or no background in art. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

ART 301 Visiting Artist: Special Topic
Established artists are invited to teach a course specific to their professional artistic discipline. Possible topics include: watercolor, graphic design, illustration, digital imaging, weaving, interior design, industrial design, children's books illustration, film/video art, collage, portrait painting, etc. Students may repeat the course, but not the topic. (Offered as needed.) (3)

ART 315 Drawing II
Prerequisite: ART 215. Advanced study of visual perception and creativity through the process of drawing. (Offered every even-year fall semester.) (3)

ART 317 Art Education Workshop
Art skills, techniques, methods, and basic philosophy for the elementary classroom teacher. (Offered as needed.) (3)

ART 321 Advanced Studio Problems
A theme-oriented studio course related to the individual interests of advanced students. (Offered as needed.) (3)

ART 325 Painting II
Prerequisite: ART 225. Painting exercises geared to individual needs and creative development. (Offered every even-year spring semester.) (3)

ART 335 Ceramics II
Prerequisite: ART 235. Basic wheel-throwing techniques; problems in functional and non-functional construction; combining techniques; glaze chemistry; and kiln firing. (Offered every odd fall semester.) (3)

ART 345 Printmaking II
Prerequisite: ART 245. The various methods of printmaking, including: stencil printing, relief printing, screen printing, and other techniques explored for their expressive and aesthetic potential. (Offered as needed.) (3)

ART 355 Sculpture II
Prerequisite: ART 255. Problem solving using the materials and techniques dealt with in ART 255. Issues in contemporary sculpture are emphasized. (Offered every odd spring semester.) (3)

ART 385 Applied Aesthetics: Visual and Verbal Arts
A course in the history of aesthetic theory and practice regarding the visual and verbal arts. A substantial portion of the course will be devoted to the application of aesthetic principles and theories to concrete problems in the plastic arts and the written work. Also listed as ENG 385. (Offered every odd fall semester) (3)

ART 394 Field Period in the Visual and Verbal Arts
Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting. (Offered every January and summer semester.) (3)

ART 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

ART 445 Senior Project
Prerequisite: senior visual and verbal arts major or consent of the instructor. Student works independently and in consultation with a faculty member to generate an approved self-defined project that marries the visual and verbal arts. The project serves as the capstone course for this major. Also listed as ENG 445. (Offered every semester as needed.) (3)

ART 460 Internship in Visual and Verbal Art
Prerequisite: senior visual and verbal arts major or consent of the instructor.
Supervised field work in an approved setting for a minimum of two hours per week per credit hour for 14 weeks or its equivalent in total hours. Completion of a formal project or paper under the guidance of a faculty member is required. (Offered every semester as needed.) (3-12)

Biology

BIO 134 Organisms and the Environment
An examination of the diversity of living organisms, the interaction of organisms and the physical environment, evolutionary processes thought to have shaped the continuity and change of organism form throughout time; lecture and laboratory. Course intended for natural science majors. (Offered every spring semester.) (4)

BIO 135 Cells and Organisms
An examination of the cellular basis of life and how eukaryotic cells interact in the structure and function of multicellular organisms (selected plants and animals); lecture and laboratory. Course intended for natural science majors. (Offered every fall semester.) (4)

BIO 202 Human Biology
Prerequisite: sophomore standing or consent of instructor. Fundamentals of cell biology, developmental biology, and genetics provide a basis for survey of normal structure, function, and interaction of human organ systems. A variety of modern health issues, such as nutrition, cancer, alcoholism, heart disease, and aging, are explored. Course intended for non-science and non-nursing majors. (Offered every spring semester.) (4)

BIO 203 Anatomy and Physiology I
Development, structure and function of cells and tissues; structure and function of the nervous and endocrine systems; lecture and laboratory. (Offered every fall semester.) (4)

BIO 204 Anatomy and Physiology II
Structure, function, and interrelationships of vertebrate organ systems; lecture and laboratory. (Offered as needed.) (4)

BIO 206 Ornithology
Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory. (Offered as needed.) (4)

BIO 207 Microbiology
Prerequisite: BIO 203 or BIO 135 and one semester of college chemistry. This course examines bacteria and other microorganisms and their importance; aseptic techniques, methods of staining and isolation of bacteria, and various aspects of microbial physiology and control; lecture and laboratory. (Offered every fall semester.) (4)

BIO 208 Life and the Universe
Prerequisites: ENV 105, completion of core mathematics requirement. This course emphasizes the scientific process: the study of the natural world, generation, modification, and dissemination of scientific knowledge, and the application of knowledge through technology. The biological concepts of metabolism, reproduction and development, genetics and evolution are explored, as are the laws and theories that enable us to understand the nature and interrelationship of matter and energy both on the microscopic and macroscopic scale. Relationships and common themes among mathematics, science and technology will be stressed. Historical and modern examples are included to challenge students to comprehend, analyze and apply how scientists do what they do. Lecture and laboratory. (Offered every semester.) (3)

BIO 222 Applied Anatomy
Prerequisite: BIO 203. This course introduces and integrates musculoskeletal anatomy, biomechanics of human motion, and kinesiology. Primary emphasis is placed on functional anatomy of the extremities, head, neck, and trunk. Learning is aided by laboratory experiences utilizing skeletal models,

computerized anatomy programs, surface anatomy, palpation and gross anatomy. (Offered every spring semester.) (4)

BIO 234 Cell and Developmental Biology
Prerequisite: BIO 135 or BIO 208. An examination of the relationship between cells, genes and organismal development. Students will perform guided research projects and present their results in oral and written form. Lecture and laboratory. (Offered every spring semester.) (4)

BIO 295 Introductory Topics in Biology
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic in biology. Intended for freshmen and sophomores, or for students with little or no background in biology. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

BIO 305 Animal Diversity
Prerequisite: BIO 234 or ENV 105 and 208 or consent of instructor. A broad spectrum of animals, both invertebrate and vertebrate, will be examined to provide the student with a working knowledge of the modern fauna and evolutionary mechanisms that are believed to have shaped animal structure and function over millions of years. The presumptive relationships between modern and fossil species will also be considered. Students will design, conduct, analyze and present a limited research project; lecture and laboratory. (Offered every odd fall semester.) (4)

BIO 306 Animal Behavior
An advanced study of animal behavior utilizing lecture, laboratory, field work, and appropriate supplementary reading. Students will practice observation and analysis of behavior with living animals and videotape presentations. Invertebrate and vertebrate animals will be considered. Each student will complete a review paper on an appropriate topic or a short independent research project. Intended for juniors and seniors or students who have appropriate background in the biology of animals and/or behavior. Lecture and laboratory. (Offered as needed.) (4)

BIO 310 Immunology
Prerequisites: BIO 207, four semesters of college chemistry, completion or concurrent enrollment in BIO 318 or consent of instructor. An introductory course in immunology in which the basic principles and concepts are stressed. Topics to be studied include the nature of antigens, haptens, immunoglobulins, and complement and their interactions; the structure, behavior, and interactions of the cell types involved in the immune response; natural resistance and acquired immunity; immune tolerance; allergies; autoimmunity; immune deficiencies; and the histocompatibility complex. (Offered as needed.) (3)

BIO 315 Plant Physiological Ecology
Prerequisites: BIO 234, CHM 111. The study of the life functions and interactions of plants with the environment, with an emphasis on physiologic attributes. Topics will include carbon and nutrient metabolism, plant-water relations, energy balances, growth, development and life cycles. Consideration will be from the leaf to the whole plant; and from the whole plant to ecosystem and global processes. Laboratory and field work are required. Also listed as ENV 315. (Offered every even fall semester.) (4)

BIO 318 Genetics
Prerequisites: BIO 207 and four semesters of college chemistry or consent of instructor. Animals, plants, and microorganisms are used to illustrate the principles of heredity, including a consideration of classical Mendelian transmission genetics, molecular

genetics, and population genetics. Students conduct a limited research project and a seminar on a specific topic. Problem-solving approach is emphasized. (Offered every fall semester.) (4)

BIO 324 Invertebrate Zoology
Prerequisites: BIO 134 and BIO 135 or ENV 105 and BIO 208. An organ systems approach to a study of the adaptations of various invertebrate species to the marine, freshwater, and terrestrial environments. Each student completes a self-designed and executed research project. (Offered as needed.) (4)

BIO 326 Vertebrate Zoology
Prerequisites: BIO 134, BIO 135 or ENV 105, BIO 203 or BIO 208. The evolutionary relationships of vertebrate groups, their organ systems, and the homeostatic functions of those systems in their physiological and behavioral adaptations. (Offered every even spring semester.) (4)

BIO 337 Ecology and Evolution
Prerequisite: ENV 105 or BIO 134. A qualitative and quantitative study of the interrelationships of organisms and the environment; lecture and laboratory. Also listed as ENV 337. (Offered every odd spring semester.) (4)

BIO 343 Neuroanatomy and Physiology
Prerequisite: BIO 222. Detailed study of the development, morphology, internal configuration, function, and pathological defects of the central nervous system. (Offered every fall semester.) (4)

BIO 351 Vertebrate Physiology
Prerequisites: BIO 207, BIO 234, CHM 206, PHY 201. This course is intended for junior and senior natural science majors. A detailed study of homeostatic and control mechanisms of vertebrates. Body systems to be examined include: cardiovascular, respiratory, renal, digestive, nervous, musculo-skeletal, endocrine, reproductive, and immune systems; lecture and laboratory. (Offered every odd spring semester.) (4)

BIO 353 Cell and Molecular Biology
Prerequisites: BIO 234, CHM 220. Detailed treatment of ultrastructure and function of eukaryotic cells is balanced with the study of cellular function at the molecular level that includes bioenergetics, metabolism, metabolic regulation, and membrane phenomena. Students also develop an appreciation for appropriate techniques and current literature. (Offered every odd spring semester.) (3)

BIO 360 Limnology
Prerequisites: BIO 234 and CHM 111 or ENV 105 and BIO 208. An interdisciplinary study of inland waters: lakes, streams, rivers, estuaries and wetlands. Water topics to be studied include: unique characteristics, distribution, origins, and the biological, physical and chemical composition. A primary focus will be on the ecological and economical importance of water and human impacts. Laboratory and field work are required. Also listed as ENV 360. (Offered every even spring semester.) (4)

BIO 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, BIO 234, CHM 220, ENG 112. Instruction in critical reading of journal articles on original research and use of current techniques for research into the scientific literature. Students will explore graduate school and career options. Each student will develop and present a substantial review paper on a focused problem in a specific discipline in biology or biochemistry. Also listed as CHM 390 and ENV 390. (Offered every fall semester.) (2)

BIO 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (2-4)

BIO 450 Senior Seminar in Natural Science
Prerequisite: BIO 390. Instruction in analysis and presentation of original research. Each student will analyze and interpret data collected from a project executed as part of an upper-level course, junior or senior Field Period experiences, summer research internship or BIO/ENV/CHM 499 Senior Research in a specific discipline of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Each student will prepare a public presentation of his/her research. This is considered the capstone course for students completing majors within the natural science. Also listed as CHM 450 or ENV 450. (Offered every spring semester).

Business

BUS 101 Introduction to Business and Society
An examination of contemporary business institutions and their relationship to society. Topics include historical antecedents, basis of the American enterprise system, functional areas of business, and principles of management. (Offered every fall semester.) (3)

BUS 135 Business Ethics
Foundations and development of business institutions in America; goals, values, and ethics in a business world; ethical dilemmas, ambiguities, conflicts, and uncertainties in business; scope and responsibilities to society, the firm, and ethical principles. (Offered as needed.) (3)

BUS 202 Legal Environment of Business
An introduction to legal principles and their relationships to business organizations. Representative topics include the constitutional authority to regulate business, consumer law, employment and labor relations law, torts and crimes related to business, and intellectual property. A substantial part of the course covers contract law and commercial paper. Cases from New York law are used extensively to assist the students in understanding the everyday applications of the law. (Offered every fall and spring semester.) (3)

BUS 295 Introductory Topics in Business
Prerequisite: to be determined by the Division of Business and Management. An introductory study of a specific topic within business. Intended for freshmen and sophomores, or for students with little or no background in business. The student may repeat the course, but not the topic. (Offered as needed.) (3)

BUS 302 Advanced Business Law
Prerequisite: BUS 202. This course explores, among other things, bankruptcy, agency, real and personal property, partnerships, corporations, sales, secured transactions, legal liability of accountants, and the Securities Acts of 1933 and 1934. Cases from New York law are used extensively to assist the student in understanding everyday applications of the law. This course is required for, but not restricted to, accounting majors and provides preparation, in part, for the Uniform Certified Public Accounting Examination (Law Part). (Offered every odd-year spring semester.) (3)

BUS 330 Operations & Production Management
Prerequisites: BUS 101, MAT 102, SS 231. A study of current production theories and practices. Topics to be studied include: capacity planning, transportation modeling, inventory control, facility location, product design, time and motion studies, and scheduling. Emphasis is placed on problem solving,

solution techniques, and terminology. (Offered every spring semester.) (3)

BUS 350 International Business
Prerequisites: ACC 101, BUS 101, ECO 211, ECO 210, MKT 220. This course offers an introduction to the vital issues of international business including economics, political, cultural and operational differences with emphasis on multinational corporate policy and strategy. (Offered as needed.) (3)

BUS 399 Independent Study
Prerequisites: junior or senior standing and consent of instructor. (Offered every semester.) (1-3)

BUS 410 Entrepreneurship
Prerequisites: junior or senior standing. This course unites business theory and practical application by means of the Keuka College wine project. The project allows students to practice entrepreneurship by managing their own for-profit microenterprise. The students, with supervision, will perform the functions of management, marketing, and accounting. Student entrepreneurs will be responsible for product development, procurement and supply, quality control, labeling, packaging, advertising and sales, ordering and distribution, and financial reporting for the project. (Offered every spring.) (3)

BUS 444 Strategic Management
Prerequisites: MAT 102 and senior-standing. Analysis of complex management issues and problems; utilizing teams, case studies, experiential management exercises, individual research, and formal oral presentation and defense. (Offered every fall semester.) (3)

BUS 495 Advanced Topics in Business
Prerequisite: to be determined by the Division of Business and Management. An advanced study of a specific topic within business. Intended for juniors and seniors, or for students with an appropriate background in business. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Chemistry

CHM 107 Elements of Physiological Chemistry
This is an introductory course designed to develop an understanding of the human body's basic biochemicals and their activities. It is intended for students in health-related fields. Emphasis is on genetics, control of proteins, synthesis, food digestion, and intermediate metabolism. (Offered as needed.) (3)

CHM 111 General Chemistry I
Introduction to fundamental chemical principles and concepts. Emphasis on atomic and molecular structure, basic bonding theory, and reactions in an aqueous environment. Strong laboratory component. Lecture and laboratory. (Offered every fall semester.) (4)

CHM 112 General Chemistry II
Prerequisite: CHM 111. This is the second course of the two-course sequence in general chemistry. It covers advanced bonding concepts, chemical kinetics, and thermodynamics. Solution equilibria, solubility and complex ion equilibria, and electrochemistry also are important components of the course. Laboratory work stresses quantitative analysis using traditional gravimetric and volumetric techniques, as well as instrumental methods. (Offered every spring semester.) (4)

CHM 206 Organic Chemistry I
Prerequisite: C- or better in CHM 112 or permission of instructor. Principles of covalent bonding as they apply to aliphatic and aromatic systems, including Lewis structures, molecular geometry, and bond polarity. Analytical techniques such as ultraviolet and

infrared spectroscopy are used to investigate structure. Major emphasis is placed on the knowledge of nomenclature and functional group chemistry. An introduction to reaction mechanisms and stereochemistry is provided. Laboratory work stresses functional groups, separation techniques, and qualitative analysis. Lecture and laboratory. (Offered every fall semester.) (4)

CHM 207 Organic Chemistry II
Prerequisite: CHM 206. Synthesis and analysis of organic compounds. Nuclear magnetic resonance and mass spectroscopy are used as analysis tools in the identification of unknowns. Insights into electrophilic and nucleophilic reaction mechanisms. Laboratory emphasizes synthetic schemes and qualitative organic analysis. (Offered every even-year spring semester.) (4)

CHM 220 General Biochemistry
Prerequisites: BIO 234, CHM 206. A survey of the major groups of biologically important macromolecules (proteins, necleic acids, lipids and carbohydrates), as well as their synthesis and regulation. The laboratory provides a continuation of experimental procedures with an emphasis on techniques for protein and DNA analysis. (Offered every spring semester.) (4)

CHM 295 Introductory Topics in Chemistry
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic within chemistry. Intended for freshmen and sophomores, or for students with little or no background in chemistry. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

CHM 320 Advanced Biochemistry
Prerequisite: CHM 220. An examination of specific topics in biochemistry. Emphasis on development of the individual student's laboratory skills. Students will complete an individual research project. (Offered every odd fall semester.) (4)

CHM 328 Introduction to Physical Chemistry
Prerequisites: CHM 112, MAT 106, PHY 201. Theory and application of the laws of thermodynamics: heat, work, energy, enthalpy, entropy, free energy. Properties of solutions, chemical equilibrium, kinetics, and quantum chemistry. (Offered every odd spring semester.) (4)

CHM 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, BIO 234, CHM 220, ENG 112. Instruction in critical reading of journal articles on original research and use of current techniques for research into scientific literature. Students will explore graduate school and career option. Each student will develop and present a substantial review paper on a focused topics or question in a scientific disciplines of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Also listed as BIO 390 or ENV 390. (Offered every fall semester).

CHM 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (2-4)

CHM 450 Senior Seminar in Natural Science
Prerequisite: CHM 390. Instruction in analysis and presentation of original research. Each student will analyze and interpret data collected from a project executed as part of an upper-level course, junior or senior Field

Period experiences, summer research internship or BIO/ENV/CHM 499 Senior Research in a specific discipline of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Each student will prepare a public presentation of his/her research. This is considered the capstone course for students completing majors within the natural science. Also listed as BIO 450 or ENV 450. (Offered every spring semester beginning spring 2003).

CHM 495 Advanced Topics in Chemistry
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within chemistry. Intended for juniors and seniors, or for students with an appropriate background in chemistry. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

CHM 499 Senior Research
Prerequisite: consent of instructor. (Offered as needed.) (2-4)

Communication

COM 122 Introduction to Communication
Prerequisite: ENG 110. A survey of communication theory and activities, including verbal, nonverbal and mediated communication. Provides an introduction to the field of communication studies. (Offered every spring semester.) (3)

COM 123 Public Speaking
Theory and practice of speaking before a variety of audiences. Research for and preparation of original speeches. (Offered every fall semester.) (3)

COM 201 Interpersonal and Group Communication Skills
Provides an introduction to the theory and practice of interpersonal and group communication. The course emphasizes experiential learning, as students apply theoretical concepts to a variety of interpersonal and group discussion exercises. As they become familiar with principles of communication, students will put those principles into practice, learning specific applications of communication techniques to work in group settings. Oral communication formats covered in the course include the panel discussion, symposium, and leadership of meetings. (Offered every fall semester.) (3)

COM 295 Introductory Topics in Communication
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic with communication. Intended for freshmen and sophomores, or for students with little or no background in communication. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

COM 301 Organizational Communication
Prerequisite: ENG 112. Students will become familiar with the role of communication in organizational cultures, the structure of organizational communication systems, and strategies for managing organizational communication. Through observation and case studies, students will apply theory to practical situations. (Offered every even-year spring semester.) (3)

COM 320 Writing for Professionals
Prerequisite: ENG 112. The study and practice of the formal writing used by professionals in the fields of business, social service, health care, and science. Includes business letters and resumes, formal reports, and a variety of other forms of writing used in the professional fields mentioned above. (Offered every odd-year fall semester.) (3)

COM 321 Media Writing
Prerequisite: ENG 110. Techniques of journalism applied to a series of news and feature writing assignments. Attention to writing for electronic as well as print media. Includes supervised practical experience with on- or off-campus organizations. (Offered every even-year fall semester.) (3)

COM 350 Desktop Publishing
Prerequisite: ENG 112. (Suggested prerequisite: CMP 120.) Course is designed to acquaint students with the skills necessary to compose and produce journals, newsletters, brochures, advertising, and public relations materials, using most current word processing software and formatting packages. Students will be expected to master journalistic editing skills as well as creative methods of layout and design. (Offered every spring semester.) (3)

COM 394 Organizational Communication Field Period
Prerequisite: Junior standing or consent of the adviser. Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting. (Offered every January and summer semester.) (3)

COM 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

COM 401 Senior Practicum in Communication
Students will be placed in on- or off-campus communication internships. They will meet with the faculty evaluator on a bi-weekly basis to report on their progress. Outside readings will be assigned as needed. Evaluation will be based on a report from the student's internship supervisor, a portfolio of the student's work during the internship, and a final, written report by the student, integrating relevant theory with the semester's practical experience. May be repeated. (Offered as needed.) (3)

Computer Applications

CMP 101 Computer Orientation
An introduction to the nature and function of computer hardware and software including a description of how computers work; their advantages and limitations; the types of computers and hardware elements of computer systems; languages, programming, and commercial software packages. (Offered as needed.) (1)

CMP 120 Introduction to Computer Applications
Students will gain mastery of the use of personal computer operating system software, and applications such as word processing, spreadsheets, presentation software, the internet, and e-mail programs. These knowledge tools will be used to develop a knowledge base of fundamental Information Systems concepts and to show understanding of these concepts through a presentation. The software currently used is Microsoft Office: Word, Excel, Powerpoint and Access in a Windows environment. (Offered every semester as needed.) (3)

CMP 201 Computer Programming: (Language)
An introduction to data types and structure, algorithm development, and structured programming. The computer language offered may vary and will be announced in advance. May be repeated once for additional credit provided a different language is offered. (Offered every even spring semester.) (3)

CMP 225 Introduction to Databases
Pre- or corequisite: CMP 120. An overview of database systems. The hierarchical network and relational data models will be studied. Topics covered will include the princi-

ples of good database design, file and system structure, file organization and access techniques, query and update languages, data security and integrity. Databases with different applications will be studied including a general purpose database (currently Access), gradebook database (ex. SASI), accounting database (ex. Quickbook), reservation database (ex. DPMS), and travel agents database (ex. Sabre). (Offered every odd fall semester.) (3)

CMP 265 Computer Visual Design
Prerequisite: CMP 120. Suggested prerequisite: ART 205. Introduction and study of the principles of traditional visual design, 2D and 3D computer animation, and computer modeling and rendering. Concepts include color theory, shading, lighting, and keyframes. (Offered every even fall semester.) (3)

CMP 295 Introductory Topics in Computer Applications
Prerequisite: to be announced in advance. An introductory study of a specific topic within computer science. Intended for freshmen and sophomores, or for students with little or no background in computer science. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

CMP 335 Webpage Design
Pre- or corequisite: CMP 265. This course teaches students the basics of designing a web site. Topics include: an overview of Web design concepts, including usability, accessibility, information design, and graphic design in the context of the Web. Introduction to Web site software including an introduction to Hypertext Markup Language (HTML), and current web page design software, currently Microsoft FrontPage and Macromedia Dreamweaver. (Offered every odd spring semester.) (3)

CMP 375 Advanced Computer Application Integration
Pre- or corequisite: CMP 335. Integration of advanced features of word processing, spreadsheets, presentation software, graphic imaging, and web design. Complex projects focusing on using the appropriate combination of tools for effective problem solving. Software currently used is Microsoft Office, Microsoft FrontPage, Macromedia Dreamweaver, and Adobe Photoshop. (Offered every odd spring semester.) (3)

CMP 399 Independent Study
Prerequisite: to be determined by the instructor. (Offered as needed.) (1-3)

CMP 455 Senior Project in Computer Applications
Pre- or corequisite: CMP 375 or approval of instructor. Supervised advanced independent study in which students apply their computer knowledge to a discipline-specific problem, project, or software. (Offered as needed.) (3)

CMP 465 Senior Computer Applications Internship
Pre- or corequisite: CMP 375 or approval of instructor. A protracted field experience offering theory-practice opportunity within the student's discipline. Course requires at least 8 hours field work per week per three credit hour, plus a one-hour weekly seminar. (Offered as needed.) (3-6)

CMP 495 Advanced Topics in Computer Applications
Prerequisite: to be announced in advance. An advanced study of a specific topic within computer science. Intended for juniors and seniors, or for students with an appropriate background in computer science. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Criminology and Criminal Justice

CRM 101 Introduction to Criminal Justice
Study of the criminal justice system, including law enforcement, the courts, and correctional methods; origins, ideologies, and consequences of various systems, both historically and cross-culturally, with emphasis on contemporary American criminal justice. (Offered every fall semester.) (3)

CRM 202 Crime, Deviance and Social Control
Prerequisite: SOC 101. Criminal and deviant behavior; interaction between society, delinquents, criminals, and deviants; social controls inside and outside correctional systems; and relevant theories in contemporary criminological research. Also listed as SOC 202. (Offered every spring semester.) (3)

CRM 211 Relations of Law Enforcement
Prerequisite: CRM 101. Issues of law enforcement agencies at local, state, and federal levels; interrelations with other criminal justice agencies and community groups, such as the media and neighborhood watch groups; problem areas, such as perceived police intrusion, corruption, and excessive force. (Offered every fall semester.) (3)

CRM 221 Criminal Investigation
Prerequisite: CRM 101. Methods of step-by-step inquiry in search of evidence to establish facts connected with crimes, their commission, and the perpetrators; methods of criminalistics to examine and evaluate physical crime evidence; the role of law in these processes. (Offered every fall semester.) (3)

CRM 231 Courts, Prosecution and Defense
Prerequisite: CRM 101. Study of the structures, functions, and processes of criminal courts and courtroom work groups; lower criminal courts, trial courts, and appellate courts; judges, prosecutors, and defense counsel; prosecution, adjudication, and sentencing. (Offered every odd-year spring semester.) (3)

CRM 232 Punishment, Treatment, and Corrections
Prerequisite: CRM 101. Philosophies, theories, and practices in the post-conviction stage of criminal justice; institutionalization and its alternatives, such as parole, community service, probation, and restorative justice. (Offered every even-year spring semester.) (3)

CRM 234 Juvenile Justice
Prerequisite: CRM 101. This course examines how juveniles are treated differently from adults in the court system. The course will cover the history of the juvenile justice system, how juveniles become involved in the juvenile justice system; the role of police, probation, DA, judges, schools and the community in the juvenile justice system. (Offered every spring semester.) (3)

CRM 295 Introductory Topics in Criminal Justice
Prequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic with criminal justice. Intended for freshmen and sophomores, of for students with little or no background in criminal justice. The student may repeat the course, but not the topic. (Offered as needed.) (3)

CRM 301 Criminal Law
Prerequisites: CRM 101, CRM 202. Comparative study of criminal law with emphasis on the United States Constitution, highlighting first, fourth, fifth, and sixth amendments; prosecution and defense in crimes against persons, property, and public order; application of New York state penal law and definitions. (Offered every spring semester.) (3)

CRM 302 Criminology Theory and Methods
Prerequisites: CRM 202. Critical examination of theories and research findings in criminology; methods of control and treatment of crime; evaluation of theories and methods as they apply to selected types of crimes, with emphasis on needs and directions for future efforts. (Offered every fall semester.) (3)

CRM 303 Victimology
Prerequisite: CRM 202. Identify the characteristics of crime victims. Examine the role of victims in the criminal justice system, including as reporters of crime, witnesses in investigations, grand juries and/or at trial, and persons whose statements are heard at sentencing and parole hearings. Understand the impact of crime on victims and their families/those close to them. Recognize how the recognition of victims affects theories or crime and research about crime. Correct myths about crime victims and victimization. Also listed as *SOC 303*. (Offered every other fall term.) (3)

CRM 311 Organized Crime
Prerequisites: CRM 202. Comparative study of local, regional, national and international crime groups and organizations as part of a criminal system that includes government officials, business leaders and police; provision of unlawful services in strong public demand and protection through corruption and intimidation. Also listed as *SOC 311.* (Offered every odd-year spring semester.) (3)

CRM 312 Predatory Crime and Violence
Prerequisites: CRM 202. Analysis of such offenses as robbery, vandalism, arson, stalking, assaults, domestic violence, sex crimes, and homicides as committed by both occasional and career criminals. In-depth exploration of the range of theoretical explanations for such offenses. Also listed as *SOC 312.* (Offered every even-year spring semester.)(3)

CRM 322 White Collar and Corporate Crime
Prerequisite:CRM 202. Offenses committed by the more privileged members of society in the course of their occupation, including crimes such as embezzlement committed by individuals for personal gain, and crimes for corporate gain that violate business law committed as part of regular business practice. Also listed as *SOC 322*. (Offered every odd-year fall semester.) (3)

CRM 323 Juvenile Delinquency
Prerequisites: CRM 202. This course approaches juvenile delinquency as a unique kind of crime, different from ordinary adult crime in etiology, motive, prevention, justice system, and treatment. Emphasis on research findings and synthesis of theoretical perspectives in analysis and explanation of delinquency. Also listed as SOC 323. (Offered every even-year fall semester.) (3)

CRM 390 Junior Criminology and Criminal Justice Field Period
Prerequisite: junior status in the major. First experiential education experience in criminology/criminal justice agency setting to learn basic operations and participate in agency activities. Involves final group discussion and written analytical report. (Offered every January and summer.) (3)

CRM 395 Intermediate Topics in Criminology
Prequisite: to be determined by the Division of Basic and Applied Social Sciences. An intermediate study of a specific topic with criminal justice. Intended for sophomores and junior students.The student may repeat the course, but not the topic. (Offered as needed,) (3)

CRM 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

CRM 401 Internship in Criminology and Criminal Justice
Prerequisites: senior status and at least 24 credits in major. Supervised field work in a criminology and criminal justice setting for at least 35 hours a week for a minimum of 14 weeks. Completion of a formal project or paper under the guidance of a faculty member in the program is required and will be presented in the CRM 402 Seminar. (Offered every fall semester.) (12)

CRM 490 Senior Criminology and Criminal Justice Field Period
Prerequisite: senior status in major. Second experiential education experience in criminology and criminal justice agency setting to learn basic operations and participate in agency activities. Involves final group discussion and written analytical report. (Offered every January and summer semester.) (3)

Dance

DAN 101 Introduction to Dance
An overview of the study of dance as an art form through discussion of dance and its relation to the other arts. Technique sessions introduce students to classical forms and exploration of modern and jazz modes. Emphasis is on the fundamentals of movement, rhythm, composition, and style. This course provides students with an opportunity to experience and develop an appreciation for dance. Offered as a fine arts core option. (Offered annually.) (3)

DAN 102 Concert Workshop
Study of the methods used by choreographers involving patterns, dynamics, and symbolism through improvisation and structured formats. Public performance by audition only. May be repeated for up to six credit hours. (Offered as needed.) (1)

DAN 130 Basics of Modern Dance
Fundamentals of modern dance technique creating the development of strength, flexibility, balance, control, and endurance. Study of styles evolved by Denishawn, Wigman, Limon, Humphrey, Graham, and others. (Offered as needed.) (1)

DAN 140 Basics of Jazz Dance
Elementary jazz techniques and their foundation in various ethnic cultures. Application to contemporary dance forms and exercise programs. (Offered as needed.) (1)

DAN 211 Advanced Techniques
By audition only, for selected individuals who have completed intermediate training in ballet or modern dance techniques. Required for a minor in dance. A student should seriously consider her/his ability to participate in this course when choosing a minor. Primarily a studio course focusing on the proper execution of technical skills. (Offered as needed.) (3)

DAN 295 Introductory Topics in Dance
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within dance. Intended for freshmen and sophomores, or for students with little or no background in dance. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

DAN 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (1-3)

Developmental Disabilities

DD 398 Practicum in Treatment Provision for Persons with Developmental Disabilities
Prerequisite: EDU 211. Students will explore factors relevant to developing day treatment

and day habilitation programming for adults who have severe/profound mental retardation. Topics will include consumer need, staff management, program development, and regulations related to treatment service provision. The course includes a weekly seminar. (Offered as needed.) (3)

Economics

ECO 210 Principles of Macroeconomics
National income analysis; aggregate demand and supply of goods and services, aggregate investment and savings, and equilibrium in the national economy. Fiscal policy, money, banking, and monetary policy. (Offered every fall semester.) (3)

ECO 211 Principles of Microeconomics
Prerequisite: ENG 112. Price theory and its application to the factors of production, and the concept of elasticity in supply and demand. Theory of the firm as it relates to production, costs, markets, pricing, and alternative economic systems. International trade and monetary policy. (Offered every spring semester.) (3)

ECO 295 Introductory Topics in Economics
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic in economics. Intended for freshmen and sophomores, or for students with little or no background in economics. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

ECO 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (1-3)

ECO 495 Advanced Topics in Economics
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An advanced study of a specific topic in economics. Intended for juniors and seniors, or for students with an appropriate background in economics. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Education

EDU 001 Substance Abuse Workshop
Prerequisite: Enrollment in EDU 309 or secondary methods course. Effects of substance use on the educational, social, and emotional behavior of individuals; signs of substance use and abuse; procedures for addressing the needs of a student using or abusing substances; how to refer students for needed assistance. This course will be offered as a pass/fail option, with a grade of S or U. This course is required for New York state teaching certification. (Offered every semester.) (0)

EDU 002 Mandated Reporting Workshop
Prerequisite: enrollment in EDU 410 or permission of instructor. Review the common school problems that result essentially from child abuse within the home, investigate the reasons for such treatment of children, how to recognize the signs of abuse, how to deal with the problems, how to refer to appropriate agencies, and address the obligations that teachers have when they become aware of such situations in the classroom. This course will be offered as a pass/fail option with a grade of S or U. This workshop is required for New York state teaching certification. (Offered every semester.) (0)

EDU 003 Violence Prevention Workshop
Prerequisite: Concurrent registration in EDU 410. A two hour workshop in violence prevention and intervention required for New York state certification. The course will address warning signs, statutes, regulations and policies, effective classroom management techniques, and how to participate in an effective school/community referral process.

This course will be offered as a pass/fail option with a grade of S or U. This workshop is required for New York state teaching certification. (Offered every semester.) (0)

EDU 105 Education of Diverse Learners
The purpose of this course is to introduce students to important foundations of American Education. The focus is on the role of schools in American society, and the diversity of learners in schools today (including demographics, specific characteristics, learning styles and behavioral expectations of special needs students and culturally diverse students). Legal, historical, and related special education issues impacting the education of diverse learners in American schools are studied. The structure and governance of schools, issues related to curriculum and school reform, and the profession of teaching will also be explored. The ultimate goal of this course is to help students begin to develop critical and multiple perspectives about education in a democratic society, and the importance of meeting the needs of diverse learners in this setting. (Offered every semester.) (3)

EDU 209 Early Childhood Perspective in Disabilities
Prerequisite: EDU 105 (or concurrent). This field-based course is an analysis of issues and intervention strategies involved in the educational programming of infants and preschoolers with disabilities. Course content includes focus upon the historical perspective of special education, the concepts of early intervention, family-centered intervention practices, interagency collaboration, and appropriate strategies for the management and instruction of exceptional students in early childhood environments. There will be a 15-hour field experience in this course. (Offered every fall semester.) (3)

EDU 210 A Systems Perspective in Special Education
Prerequisites: EDU 105 (may be taken concurrently). The course focuses on the developmental, learning, behavior, and social characteristics and needs of students with mild to moderate disabilities. Theoretical and legal foundations of special education are reviewed with an emphasis on current issues and trends that have an impact on the education of students with disabilities. Underlying all aspects of this course are the principles of the Individuals with Disabilities Education Act and other federal and state policies. The unique skills, competencies, and strategies required to provide a free appropriate public education in the least restrictive environment are explored. Inclusion, as a social/political/education phenomenon, is kept in focus at all times during the course and is intertwined with discussion regarding the pros and cons of categorical, cross-categorical, and non-categorical partnerships between and among all parties who play significant roles in the education of students with disabilities. Finally, a strong emphasis is placed on what it means to be a special educator and what is involved in achieving and maintaining that role. (Offered every semester.) (2)

EDU 211 A Societal Perspective in Special Education
Prerequisites: EDU 105 (may be taken concurrently). The course focuses on the developmental, learning, behavior, and social characteristics and needs of students with severe, profound, and/or multiple disabilities. Philosophical and historical foundations of special education are reviewed with an emphasis on current issues and trends that have an impact on the education of students with disabilities. Etiological factors of disability are discussed as they relate to intervention strategies. The social issues of sexuality, grief, citizenship, recreation, religion, abuse and life long living skills are explored

as they relate to individuals with disabilities. The course underscores the importance of understanding the role of parents, family and community in educating and including individuals with disabilities. Fifteen hours of field experience in local agencies serving individuals with disabilities round out the learning of this course. (Offered every semester.) (3)

EDU 258 Adolescent Literacy I
Prerequisite: EDU 105. The first of a two-course sequence designed to provide the secondary teacher with the necessary knowledge and skills to insure that his/her students acquire and the use literacy skills necessary for success in middle and high school. This first course fosters the understanding and application of a variety of methods to assist students in increasing reading and writing proficiency and understanding of content materials. (Offered every fall semester.) (3)

EDU 270 Early Childhood Curriculum
Prerequisite: EDU 105 (or concurrent), co-requisite: enrollment in EDU 275. This course focuses on the activities and experiences appropriate for the developmental level of the children to assist them build concepts and knowledge as outlined in the New York State Standards. Creating a supportive environment is also included. There will be a 15-hour field experience in this course. (Offered every spring semester.) (4)

EDU 275 Early Language and Literacy
Prerequisite: EDU 105 (or concurrent), co-requisite: enrollment in EDU 270. This course focuses on language development and the English Language Arts standards from birth through age 6. Communication skills are stressed. A 15-hour field experience will be part of this course. Students will work in a child care setting that has a diverse age group. (Offered every spring semester.) (3)

EDU 290 Exploratory Education Field Period
An off-campus experience in a public or private school as an exploration of teaching as an appropriate career choice. It should provide an exposure to the demands of the teaching profession and the nature of school-aged children. This Field Period does not fulfill either of the two required education Field Periods. (Offered every January and summer semesters.) (3)

EDU 306 Assessment in Inclusive Schools
Prerequisite: EDU 309 or secondary methods course. Basic concepts of assessment including testing and test construction, consideration of descriptive statistics, methods of assessment as it relates to new issues involving student progress and performance, consideration of natural/authentic assessment and portfolios, and relating assessment to student goals and objectives as required in IEPs. (Offered every semester.) (3)

EDU 307 Foundations of Education
Prerequisites: ENG 112 and junior standing. Historical, social, and philosophical foundations of American schools including public, private, and special schools; European sources and theories of education affecting the structure of American educational thought; development of a personal philosophy of education. (Offered every semester.) (2)

EDU 308 Teaching in Inclusive Schools
Prerequisite: EDU 270, EDU 309 or secondary methods course. This course integrates the student's knowledge of methods of instruction with the instructional needs of students with disabilities. Individualized education plans (IEPs) are examined and created with an emphasis on evaluating alternatives and presenting appropriate strategies for consistent and coordinated present levels of performance, goals, objectives, and special edu-

cation and related services. Students in EDU 308 modify existing unit and lesson plans for use with students with disabilities who are regularly found in inclusion classrooms. An emphasis is placed on identifying technology-based instructional modifications that enhance the learning of students with disabilities. (Offered every semester.) (3)

EDU 309 Integrated Methods of Teaching in the Childhood Classroom
Prerequisites: EDU 105, must be taken concurrently with EDU 310. An investigation into how to teach content in the inclusive elementary classroom, with an emphasis on using all seven New York State Learning Standards as the framework for instructional planning and assessment. Students will apply a constructivist model of learning with child-centered techniques that integrate the content areas, using hands-on learning, manipulatives, inquiry-based and meaningful learning activities at the appropriate developmental level of students. As a result of this course, students will be able to write unit plans and lesson plans, and make modifications for special needs learners. Students will be able to develop learning opportunities that incorporate brain-based theory, multiple intelligences theory, and the specific learning styles of students. A variety of teaching stategies will be explored, such as: use of centers, concept development lessons, simulations, expository and inquiry approaches, textbook-based lessons, and technology use. Fifteen hours of field experience in local elementary classrooms, to identify "theory in practice," round out the learning in this course. (Offered every semester.) (6)

EDU 310 Literacy in Inclusive Schools
Prerequisites: EDU 105 (may be taken concurrently). Corequisite: enrollment in EDU 309. An introduction to the methods and materials for instruction in reading, writing, and the language arts in the inclusive elementary classroom. The emphasis will be on the New York State Standards for Language Arts with integration of those materials into thematic units and literature-based unit planning. The integration of skill instruction into an authentic balanced language program is fundamental to this course. (Offered every semester.) (3)

EDU 312 Early Childhood Literacy and the Diverse Learner
Prerequisite: EDU 275. This course provides a continued investigation of the methods and materials for instruction in language literacy (reading, writing, listening and speaking) for the early childhood educator. Using the NYS Standards for Language Arts, this course will emphasize individualized instruction for children who are gifted, those whose native language is not English, and those who exhibit difficulty in learning literacy skills in the early childhood classroom in a variety of settings (pull-out, push-in, self-contained classrooms). Skills in diagnosis of language and literacy deficits are developed, as well as related remedial and corrective strategies. Interaction with consultant teachers, other specialists, and parents will be addressed. (Offered every spring semester). (3)

EDU 316 Literacy and the Diverse Learner
Prerequisite: EDU 310. A continued investigation of the methods and materials for instruction in reading, writing, and other language arts for the elementary-aged child. Using the New York State Standards for Language Arts, the course will emphasize the individualization of instruction for children who are gifted, those whose native language is not English, and those who exhibit difficulty in learning literacy skills in the self-contained classroom, in pull-out programs, and with specialists working within the self-contained classroom. Interaction with con-

sultant teachers, other specialists, and parents will be addressed. (Offered every semester.) (3)

EDU 355 Educational Psychology
Prerequisite: PSY 101 or PSY 123. The understanding and application of psychological findings and principles relating to education. Examine the broad array of learning and behavior characteristics found in the diverse population of today's schools, including the similarities and differences between "normal" and "exceptional." Understanding the tenets of the primary theories of learning (behavioral, information processing, cognitive, and humanistic) and the application of those tenets to teaching school-aged children. The psychological aspects of learning environments and instructional organizational approaches are explored. Also listed as PSY 355. (Offered every semester.) (3)

EDU 358 Adolescent Literacy II
Prerequisite: EDU 258. The follow-up course to EDU 258 which deals with the assessment of literacy skills and the application in a clinical setting of the strategies acquired in EDU 258. Assessment, diagnosis and remediation are major components of this course. Students will develop their own case study in a clinical setting. (Offered every spring semester.) (3)

EDU 360 Methods of Teaching American Sign Language
Prerequisite: EDU 105. An introduction to the linguistic features of ASL as a base for second-language instruction. Students study American Sign Language (ASL) on the levels of phonology, morphology, syntax, semantics, and discourse. Includes a comparison of visual-gestural, and vocal-auditory languages and the implications of teaching ASL to hearing students. Assessment: Effective preparation of course syllabi, lesson plans, testing techniques, and classroom teaching strategies. Also includes making and evaluating video-taped signed communication. (Offered every even-year fall semester.) (3)

EDU 363 Methods of Teaching Adolescent Science
Prerequisites: BIO 207, CHM 206, EDU 105. Emphasis is placed on the development of instructional techniques used in secondary science lecture, laboratory, and discussions; the development and use of those techniques; and the development of skills in course, curriculum, and laboratory planning for the sciences. (Offered every odd-year fall semester.) (3)

EDU 364 Methods of Teaching Adolescent English
Prerequisites: ENG 112, EDU 105. A study of the theoretical options and methodological strategies available to secondary English teachers. The course consists of discussion, group work, teaching presentations and mini-lessons presented by class members. (Offered every odd-year spring semester.) (3)

EDU 365 Methods of Teaching Adolescent Mathematics
Prerequisite: C- or better in MAT 106, and EDU 105. This course is designed to prepare students to be secondary mathematics teachers. The major emphasis of the course is to insure that students have necessary planning and teaching skills to be successful teachers in mathematics classrooms for grades 7-12. (Offered every even-year spring semester.)(3)

EDU 366 Methods of Teaching Adolescent Social Studies
Prerequisite: EDU 105. Social studies teaching theory and methods appropriate for the secondary social studies teacher. Emphasis is placed on developing thinking skills and problem solving, course content selection and organization, expository methods, inquiry,

learning, constructs, learning centers, and affective, confluent, and cooperative learning, as well as the use of classroom technology. (Offered every even-year fall semester.) (3)

EDU 370 Adolescent Remedial Techniques
Prerequisites: EDU 210, EDU 211. A study of remedial techniques in literacy and mathematics at the adolescent level. Based on case studies, students will investigate options for remediation that address different learning styles and teaching techniques. A minimum of 15 hours will be in field experiences. (Offered every spring semester.) (3)

EDU 372 Planning and Assessment in Early Childhood
Prerequisites: EDU 270 and EDU 275. This course will look at procedures used to obtain information about an individual's development in all areas academic and non-academic, and how to use that information to guide curriculum and planning. Fifteen-hour fieldwork experience will be part of this course. (Offered every fall semester.) (4)

EDU 374 Professionalism & Leadership in Early Childhood
Prerequisite: EDU 372. This course covers knowledge of how to administer and direct a child care program. Students will study legal requirements, guidelines established by professional organizations, ways to obtain additional professional training, how to network with other professionals, how to maintain quality early care and education programs, and how to follow a professional code of ethics. Fifteen hours of field experience is associated with this course. (Offered every spring semester.) (3)

EDU 391 Regular Education Classroom Field Period
An off-campus education classroom laboratory experience with exposure to curriculum materials, classroom management, instructional planning, methodology and the professional role of the regular educator. The chronological age of the children should reflect the area of desired certification. This cannot be taken as a freshman Field Period. (Offered every January and summer semester.) (3)

EDU 392 Special Education Field Period
An off-campus instructional laboratory experience with exposure to children having identified disabilities. In addition the environment should allow for experiences with and exposure to alternative curriculum materials, accommodating strategies, behavior management techniques, special education instructional methodology and the professional role of a special education. The chronological age of the children should reflect the age of desired certification. This cannot be taken as a freshman Field Period. (Offered every January and summer semester.) (3)

EDU 393 Inclusion Classroom Education Field Period
An off-campus education classroom laboratory experience with exposure to curriculum materials, classroom management, instructional planning, methodology and the role of the professional educator. The placement must allow the student to be in a classroom of children with and without disabilities. In order to be counted as a special education experience the supervisor must be a special educator. The chronological age of the children should reflect the age of desired certification. This cannot be taken as a freshman Field Period. (Offered every January and summer semester.) (3)

EDU 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

EDU 410 Professional Management Issues
Prerequisite: 3.0 EDU G.P.A., 2.67 overall G.P.A. (required enrollment one semester before student teaching). Issues addressed include integration of knowledge for effective classroom instruction; techniques for classroom management; application of teaching methodologies; individualization of instruction for special needs students; working with parents and the community; the effect of one's own cultural biases and differences that affect one's teaching; and the practice of education in a professional, nondiscriminatory and ethical manner. The child abuse training workshop and violence prevention workshop are part of this course. (Offered every semester.) (2)

EDU 411 Student Teaching Seminar
Prerequisites: concurrent enrollment in EDU 452, 454, 455, 456. This seminar is the natural conclusion to EDU 410 Professional Management Issues. In this seminar, students evaluate the effectiveness of the methodology taught in EDU 410, discuss mutual problems, and generally deal with aspects of student teaching strengths and weaknesses. In addition, there is opportunity for access to certification procedures and job interview techniques especially relevant to teaching positions. (Offered every semester.) (1)

EDU 452 Student Teaching Adolescent Education
Prerequisites: all completed course competencies and approval of faculty. Fourteen-week sequence of supervised student teaching in area 7-9 and 10-12 classrooms. (Offered every semester.) (11)

EDU 454 Student Teaching in Childhood and Special Education
Prerequisites: approval of education faculty and all completed course competencies. Fourteen-week sequence of supervised student teaching in elementary and special education. (Offered every semester.) (11)

EDU 455 Student Teaching in Adolescent and Special Education
Prerequisites: approval of education faculty and all complete course competencies. Fourteen-week sequence of supervised student teaching in secondary and special education. (Offered every semester.) (11)

EDU 456 Student Teaching in Early Childhood and Special Education
Prerequisite: Approval of education faculty and all completed course requirements. Fourteen-week sequence of supervised student teaching in preschool, kindergarten, or grades 1-2, and special education. (Offered every semester.) (11)

EDU 495 Advanced Topics in Education
Prerequisite: to be determined by the Division of Education and Social Work. An advanced study of a specific topic in education. Intended for juniors and seniors, or for students with an appropriate background in education. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

English

ENG 110 College English I
Prerequisite: a grade of C– or better in ENG 100 or by placement exam. An introductory course in reading and writing, with emphasis on the writing process. Primary attention is given to providing students with practice in writing for a variety of purposes and in accordance with the principles of standard written English. Complementary work in developing speaking skills. (Offered every semester.) (3)

ENG 112 College English II
Prerequisite: a grade of C- or higher in ENG 110. A grade of C- or higher is required to pass this course. Continued development of the writing, reading, and speaking skills introduced in College English I, with special emphasis on advanced argument and research techniques. (Offered every semester.) (3)

ENG 118 Poems, Plays and Prose
Prerequisite: ENG 110. An introduction to the study of literature through the examination of representative works from a variety of genres, historical periods, and cultural traditions, with an emphasis on the nature of the various literary kinds: prose fiction, non-fiction prose, drama, and poetry. The approach may be topical or thematic and may vary from semester to semester. (Offered annually.) (3)

ENG 208 Form in Literature
Prerequisite: ENG 110. An introduction to the study of literature through the examination of representative works from a single literary genre: poetry, drama, the short story, the novel, non-fiction prose, etc. The approach may be topical or thematic and may vary from semester to semester. Course may be repeated with the consent of the instructor. (Offered as needed.) (3)

ENG 209 Topics in World Literature
Prerequisite: ENG 110. A thematic or topical approach to significant literary works from cultural traditions other than American or British. Focus changes are announced in advance. The student may repeat the course, but not the topic. (Offered annually.) (3)

ENG 210 Traditions of Literature
Prerequisite: ENG 110. An introduction to the study of literature through a thematic or topical approach to significant literary works written in English within a given cultural tradition: American, British, Commonwealth, etc. Focus and reading lists may change and are announced in advance. May be repeated with the consent of the instructor. (Offered as needed.) (3)

ENG 218 Creative Writing
Prerequisite: ENG 118 or consent of instructor. Writing and reviewing the writing of peers with the aim of improving skills and better understanding the elements that make for effective creative writing. Focus may be on fiction, poetry, or drama. (Offered every fall semester.) (3)

ENG 230 Tutoring in Reading and Writing
Prerequisite: consent of instructor. Weekly seminars include the theory and practice of collaborative learning background in approaches to teaching writing, listening, and questioning skills. Practical, supervised work in tutoring. Course also helps students improve their own writing, revising, and reading skills. (Offered every fall semester.) (1)

ENG 295 Introductory Topics in English
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within English. Intended for freshmen and sophomores, or for students with little background in English. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

ENG 301 Creative Writing Workshop
Prerequisite: ENG 218. Advanced study of and practice in the writing of poetry, fiction, and drama, with emphasis on personal style, technical polish and marketing manuscripts. May be repeated with the consent of the instructor. (Offered every spring semester.) (3)

ENG 306 Structure and History of English
Prerequisites: ENG 110, ENG 112. Study of the structure and historical development of the English language. (Offered every odd-year fall semester.) (3)

ENG 308 Introduction to Linguistics
Introduction to the principles of linguistics, including the essentials of phonology, morphology, syntax, semantics, and essential grammar. Course also aims to provide students with an understanding of language change and language diversity. (Offered every even-year fall semester.) (3)

ENG 313 Children's Literature
Prerequisite: ENG 110. A survey of quality literature past and present for children and young adults. (Offered annually.) (3)

ENG 315 Shakespeare
Prerequisites: ENG 110, ENG 112. A representative study of selected comedies, tragedies, history, and problem plays. May be repeated once with consent of instructor. (Offered every even-year spring semester.) (3)

ENG 316 Alternative Voices
Prerequisites: ENG 110, ENG 112. A course that focuses on writers whose voices are sometimes excluded or under–represented in the traditional canon: female writers, writers of color, or other "alternative voices" who must struggle to be heard in cultural settings that are either indifferent, uncomprehending, or openly hostile. Issues of gender, cultural, racial, political, or philosophical differences may be explored. Focus changes are announced in advance. The student may repeat the course, but not the topic. (Offered every odd-year spring semester.) (3)

ENG 319 Writing Expository Prose
Prerequisites: ENG 110, ENG 112. The study and practice of writing nonfiction prose, including essay, newspaper and magazine writing, and use of humor, with emphasis on improving expository writing skills. Focus changes are announced in advance. The student may repeat the course, but not the topic. (Offered every odd-year spring semester.) (3)

ENG 320 Selected Studies in Literature
Prerequisite: ENG 110. Advanced study of selected issues and topics; for example, third world literatures, science fiction, and myth. Focus changes are announced in advance. (Offered as needed.) (3)

ENG 323 American Literature I: Beginnings to 1865
Prerequisites: ENG 110, ENG 112. An examination of American authors from the colonial beginnings to 1865. Attention is paid to the evolution of the language. Focus may change and is announced in advance. May be repeated once with the consent of instructor. (Offered every odd-year fall semester.) (3)

ENG 324 American Literature II: Since 1865
Prerequisites: ENG 110, ENG 112. A continuation of the study of American literature by surveying American writers of the Modern and Post-modern era, beginning with 1865 and continuing to the present day. (Offered every even-year spring semester.) (3)

ENG 331 British Literature I: Beginnings to 17th Century
Prerequisites: ENG 110, ENG 112. An examination of British authors from the beginnings to the 17th century. Attention is paid to the evolution of the language. Focus may change and is announced in advance. May be repeated once with consent of the instructor. (Offered every even-year fall semester.) (3)

ENG 332 British Literature II: Since the 17th Century
Prerequisite: ENG 110. An examination of British authors from the 17th century through the present. Attention is paid to the evolution of the language. Focus may change and is announced in advance. (Offered every odd-year spring semester.) (3)

ENG 340 Poetry Studies
Pre- or corequisite: ENG 112. Study of form, conventions, and/or movements of poetry through intensive study of a single poet or a group of poets. Focus changes and is announced in advance. May be repeated with the consent of the instructor. (Offered every odd-year fall semester.) (3)

ENG 342 Narrative Studies
Pre- or corequisite: ENG 112. Study of the historical development, form, subject matter, and/or conventions of one type of narrative, such as the novel, short story, epic, romance, drama, or film. Focus changes are announced in advance. May be repeated with the consent of the instructor. (Offered every even-year fall semester.) (3)

ENG 385 Applied Aesthetics: Visual and Verbal Arts
A course in the history of aesthetic theory and practice regarding the visual and verbal arts. A substantial portion of the course will be devoted to the application of aesthetic principles and theories to concrete problems in the plastic arts and the written work. Also listed as ART 385. (Offered every odd fall semester.) (3)

ENG 394 Field Period in the English
Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting. (Offered every January and summer semester.) (3)

ENG 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

ENG 450 Senior Seminar
Prerequisite: senior standing or consent of the instructor. A grade of C- or higher is required to pass this course. The capstone course for the English major. A historical survey of critical and literary theory. Students will develop and carry out a major written project and make a formal public presentation of a critical paper. (Offered every spring semester.) (3)

ENG 451 Senior Project in Creative Writing
Prerequisites: must be an English major with a concentration in creative writing and in the final semester of classes of his/her Keuka College career. Preparation of a 20- to 30-page manuscript of creative writing. Student works independently and in consultation with a faculty member. (Offered every semester.) (3)

ENG 460 Internship in English
Prerequisite: Senior standing and completed at least 24 credit hours in the major. Supervised field work in an approved setting for a minimum of two hours per week per credit hour for 14 weeks or its equivalent in total hours. Completion of a formal project or paper under the guidance of a faculty member is required. (Offered every semester.) (3-12)

ENG 495 Advanced Topics in English
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An advanced study of a specific topic within English. Intended for juniors and seniors, or for students with an appropriate background in English. The student may repeat the course, but not the topic. (Offered as needed.) (3)

Environmental Science

ENV 105 Environmental Science
An exploration of interrelationships of environmental factors and how they influence and are influenced by national and global environmental problems. This course is intended for non-science majors. (Offered every semester.) (4)

ENV 315 Plant Physiological Ecology
Prerequisites: BIO 234,CHM 111. The study of the life functions and interactions of plants with the environment, with an emphasis on physiologic attributes. Topics will include carbon and nutrient metabolism, plant-water relations, energy balances, growth, development and life cycles. Consideration will be from the leaf to the whole plant and from the whole plant to ecosystem and global processes. Laboratory and field work are required. Also listed as BIO 315. (Offered every even fall semester.)

ENV 337 Ecology and Evolution
Prerequisite: BIO 134 or ENV 105. A qualitative and quantitative study of the interrelationships of organisms and the environment. Lecture and laboratory. Also listed as BIO 337. (Offered every odd spring semester.)

ENV 351 Biogeochemistry
Prerequisites: BIO 207, CHM 207. A study of the biology, chemistry, and geology of the Earth. An examination of the composition and reactions of the oceans, atmosphere, crustal minerals, and living organisms. Modeling of elemental/molecular reservoirs and transfers will be an important component of the laboratories. (Offered every even spring semester.) (4)

ENV 360 Limnology
Prerequisites: BIO 234 and CHM 111 or ENV 105 and BIO 208. An interdisciplinary study of inland waters: lakes, streams, rivers, estuaries and wetlands. Water topics to be studied include: unique characteristics, distribution, origins, and the biological, physical and chemical composition. A primary focus will be on the ecological and economical importance of water and human impacts. Laboratory and field work are required. Also listed as BIO 360. (Offered every odd fall semester.)

ENV 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, BIO 234, CHM 112, ENG 112. Instruction in critical reading of journal articles on original research and use of current techniques for research into scientific literature. Students will explore graduate school and career option. Each student will develop and present a substantial review paper on a focused topics or question in a scientific disciplines of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Also listed as BIO 390 or CHM 390. (Offered every fall semester.)

ENV 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (2-4)

ENV 450 Senior Seminar in Natural Science
Prerequisites: ENV 390. Instruction in analysis and presentation of original research. Each student will analyze and interpret data collected from a project executed as part of an upper-level course, junior or senior Field Period experiences, summer research internship or BIO/ENV/CHM 499 Senior Research in a specific discipline of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Each student will prepare a public presentation of his/her research. This is considered the capstone course for students completing majors within the natural science. Also listed as BIO 450 or CHM 450. (Offered every spring semester.)

ENV 490 Environmental Science Field Period
Prerequisite: junior or senior standing. A broad range of opportunities exist for environmental science majors to experience real-world applications in their field of study. This Field Period is intended to enhance career opportunities and examine, in depth, specific areas of interest. Areas of interest can vary from political issues to highly specialized laboratory and field techniques. This Field Period must be evaluated by a faculty member in the Natural Sciences. (Offered every January and summer semester.) (3)

ENV 499 Senior Research
Prerequisite: consent of instructor. (Offered as needed.) (2-4)

Experiential Education

EXP 101 Experiential Learning
An introduction to Keuka's signature emphasis on experiential education, this course familiarizes students with key concepts and practices of experiential learning and with the application both within academic communities and in the world beyond the classroom. Includes specific preparation for students' initial Field Period experience. (Offered every semester.) (1)

Field Period

FP 201 Field Period Orientation
Mandatory for all new transfers. (Offered every semester.) (0)

FP 290 Field Period
Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting. (Offered every summer and January.) (3)

FP 302 Group Field Period
An off-campus group activity that provides students with the opportunity to experience diverse socio-cultural and/or natural environments. Students work with the faculty sponsor(s) of the group Field Period to establish individual learning objectives. (Offered as needed.) (3)

FP 390 Prior Experiential Learning Field Period
Informal learning is assessed by documenting the learning that took place in the past, and by relating the knowledge and competencies gained to theoretical frameworks normally included in college coursework. (Offered as needed.) (3)

Finance

FIN 295 Introductory Topics in Finance
Prerequisite: to be determined by the Division of Business and Management. An introductory study of a specific topic within finance. Intended for freshmen and sophomores, or for students with little or no background in finance. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

FIN 312 Financial Management
Prerequisites: ACC 102, ECO 210, ECO 211. One college-level math course and a statistics course are highly recommended. An examination of the topics of traditional financial management, with an emphasis on working capital management, short-term financing, leverage, capital structure, and discounted cash flow techniques. (Offered every spring semester.) (3)

FIN 313 Financial Institutions
Prerequisite: FIN 312. A study of the financial institutions of our society, such as banks, stock and bond markets, and the Federal Reserve. The function of financial intermediaries and regulatory agencies is covered, as

well as portfolio and capital market theory. (Offered as needed.) (3)

FIN 320 Investments
Prerequisite: FIN 312. Marketable financial papers such as common and preferred stocks; corporate, government, and revenue bonds. (Offered every odd-year spring semester.) (3)

FIN 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

FIN 495 Advanced Topics in Finance
Prerequisite: to be determined by the Division of Business and Management. An advanced study of a specific topic within finance. Intended for juniors and seniors, or for students with an appropriate background in finance. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Food, Hotel and Resort Management

FHR 220 Lodging Management
This course examines the operation of lodging properties and their various departments; rooms, food and beverage, marketing and sales, and human resources. Emphasis is on the techniques and tools of management. (Offered every even spring semester beginning spring 2004.) (3)

FHR 320 Operational Analysis and Controls
This course examines current methods and principles of food, beverage and labor cost controls for hotels, restaurants, and institutions. A managerial accounting approach providing internal management with data that serve as the basis for operational decision-making. (Offered every odd spring semester beginning spring 2005.) (3)

FHR 340 Food Services Management
This course will introduce students to the management systems used in food service operation. We'll look at independent and chain restaurants, hotel food service, B&B food service, and area institutional food service providers. Topics covered include: organizational structure of food service operations, menu planning and management, food and beverage marketing, services management, facility planning and design, financial analysis of food service operations. (Offered every other spring beginning 2005.) (3)

FHR 380 Wines and Beverage Management
This course examines the fundamentals of beverage management. An overview of wine includes: history, service, purchasing, storage, merchandising, liability, and trends. (Offered every even fall semester.) (3)

FHR 440 (MGT 440) Services Management and Marketing
Several businesses dominate the economics of most developed nations of the world. In the United States the service sector employs over 75 percent of the workers and contributes over 70 percent of the GDP. Business courses have traditionally focused on manufacturing. This course introduces the student to the unique challenges faced by service organizations and by the growing number of manufacturing firms that use service as a competitive strategy. (Offered every odd spring semester beginning spring 2005.) (3)

French

FRE 101 Introduction to French
French through the four basic skills: understanding, speaking, writing, and reading. Emphasis on usage. (Offered as needed.) (3)

FRE 102 Continuing Introductory French
Prerequisite: FRE 101 or two years of high school French, or equivalent, with consent of instructor. Continuing development of four skills: understanding, speaking, writing, and reading. Emphasis on usage. (Offered as needed.) (3)

FRE 103 Conversation
Prerequisite: FRE 102 or two or three years of high school French, or equivalent, with consent of instructor. Intermediate-level course emphasizing systematic development in French conversation; study of structure as needed. (Offered as needed.) (3)

FRE 104 Topics and Issues in a French Speaking World
Prerequisite: FRE 102 or two to three years of high school French, or equivalent, with consent of instructor. Intermediate-level course emphasizing development of writing, reading, and conversation through exploration of social, cultural, and political issues in the French-speaking world; study of grammatical structure as necessary. (Offered as needed.) (3)

FRE 295 Introductory Topics in French
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within French. Intended for freshmen and sophomores, or for students with little or no background in French. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

FRE 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Geography

GEO 301 Geography
An in-depth study of the six essential elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and The Uses of Geography. This course places a significant emphasis on critical thinking, problem analysis, and understanding the fundamental relationships between human beings and the earth. Students will be expected to use the tools of a geographer as they study the six essential elements. (Offered every semester.) (3)

Gerontology

GRN 101 Introduction to Social Gerontology
This comprehensive course provides an overview of the field of gerontology. We are living in an aging society, one in which the older population is growing both in absolute numbers and proportion to all other age groups. This aging is accompanied by a demand for new products and services appropriate to the needs of older people. This multidisciplinary course will assist the student in understanding physical, mental and social changes in older people as they age. It will include the investigation of the changes in society resulting from our diverse aging population. This course also introduces students to such salient topics as the common myths and stereotypes about aging and older adults. Opportunity for experiential learning is made possible through a service-learning component. Students serve the elderly by working with the residents at a local long-term facility. (Offered annually in the fall). (3)

GRN 201 Sociology of Aging
The purpose of this course is to study the area of gerontology that is concerned with impact of social and socio-cultural conditions

on the process of aging and with the social consequences of this process. It will explore how the older population and the varieties of aging experiences both affect and are affected by the social structure. Questions about what societal resources will be required to support the growing older population will be. (3)

GRN 203 Psychology of Aging
This course examines psychological development of old age. Perceptual, cognitive, learning, and motivational processes are studied in relation to the physical changes that individuals experience and the social worlds they inhabit in adulthood. Personality, morality, sex-role, intelligence, intimacy and careers are some of the topics considered within a developmental perspective. (3)

GRN 220 Issues in Death and Dying
Dying is the last stage of living. The dying process is as individual as each person is unique. This course will help the student develop a positive attitude toward death and dying and provide a knowledge base for working with individuals and their families. Medical technology has the capacity to prolong life. This and the changing legal and moral attitudes have contributed to many ethical issues and dilemmas. These will be investigated and possible solutions explored. An experiential learning component involving hospice and palliative care is a requirement of this course. (3)

GRN 301 Perspectives on Aging
An intensive study of aging from an interdisciplinary perspective. The purpose of this course is to contribute knowledge essential for meeting the challenges of an aging society. An examination of the profound effect on individuals, families, communities and society as a whole. Family relationships, the composition of the work force, housing needs, healthcare services, public policies, and the marketing of products and services are explored. Opportunity for experiential learning is made possible through a service-learning component. Students serve in a variety of community agencies that are part of the Aging Network. (Offered every spring). (3)

GRN 340 Contemporary Issues in Gerontology
Many institutional policies and programs are in place to deal with individual aging but our society needs to begin to address the issues generated by "population aging." During the 20th century nearly three decades have been added to human life expectancy. Today nearly a third of adult life may be spent in retirement. This course will allow the student to study the economics and the policies of aging. The challenge is to reexamine the policies and practices, such as retirement, pensions and other familiar government programs such as social security and Medicare. (3)

GRN/NUR 343 Health Care For The Older Adult
Recent improvements in health care and disease prevention mean that most people will remain in relatively good health. This course will provide the nurse and other health care workers essential knowledge and tools to assist the older adults and their families remain physically, emotionally and spiritually well. Students will explore the influence of gender, race, ethnicity and socioeconomic status on health. Disease common to the older adult will also be studied and how to best assist the older adult to live with a chronic illness. (3)

GRN 395 Field Work in Gerontology
This practicum offers the certificate program students a critical opportunity to design a learning experience suitable to their individual learning goals. The possible areas of study may include but are not limited to

healthcare, recreation, social service, administration and long term care. Students are directed to explore topics of professional interest to them. The practicum experience requires a minimum of 140 clock hours. The gerontology program coordinator will work with students to select appropriate field sites and develop a customized learning contract, which includes educational outcomes and assessment strategies. (3)

GRN 399 Independent Study
Prerequisites: consent of instructor. (Offered as needed.) (1-3)

History

HIS 113 Western Civilization I
An examination of the roots of western civilization from its earliest beginnings in the ancient world to the formation of early modern Europe during the Renaissance and Reformation periods. Special attention is paid to the development of the West's major ideas and traditions as well as the broader contours of political and social life. (Offered every fall semester.) (3)

HIS 114 Western Civilization II
An examination of western civilization from the scientific revolution of the 17th century to the outbreak of World War I in August 1914. Special attention is placed on the development of natural law, the industrial revolution, and the expansion of the West in its golden age. (Offered every spring semester.) (3)

HIS 115 Europe and the World
A survey of European history in the 20th century using directed readings. (Offered every fall semester.) (3)

HIS 120 United States History to 1877
Melding of diverse peoples into a colonial society that achieved independence in the eighteenth century and national unity in the nineteenth century. (Offered every fall semester.) (3)

HIS 121 United States History from 1877 to Present
America during the past 100 years, including achievements of industrial supremacy; continued vitality of cultural pluralism; formation of the great society; and increasing involvement in world affairs. (Offered every spring semester.) (3)

HIS 250 Political and Historical Analysis
An examination of the development of the disciplines of political science and history; major issues and questions facing the disciplines in an era of rapid historical and political change; training students in the way practitioners know the world through the combined disciplines and the use of this body of knowledge as a mode of analysis. Also listed as POL 250. (Offered every odd-year spring semester.) (3)

HIS 295 Introductory Topics in History
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic within history. Intended for freshmen and sophomores, or for students with little or no background in history. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

HIS 321 Topics: 20th Century North American History
An in-depth study of the major events that have shaped North American history in the 20th century. Topics include: historical events and people who contributed to the national and hemispheric heritage; multicultural diversity, development, and interdependence; current topics, e.g., environmentalism and defense. Significant linkages between and among New York state, the

United States, Canada, and Mexico are analyzed. (Offered every even-year spring semester.) (3)

HIS 341 United States in World Affairs
The foreign policy of the United States during the past 100 years in terms of American objectives and responses to these objectives from other parts of the world. (Offered every odd-year spring semester.) (3)

HIS 343 History of Modern Germany
Emergence and decline of Germany as a great power; continuity of German historical development; the rise of Hitler; the Holocaust; Germany and the world wars; the impact on the common people and the world. (Offered every odd-year fall semester.) (3)

HIS 345 Modern Russia
Evolution from pre-Bolshevik roots to a world power; internal and external policies; institutionalization of the Revolution of 1917; evolution of communist theory; position of minorities; role played in communist society by the "new Soviet man and woman." (Offered every even-year fall semester.) (3)

HIS 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

HIS 441 Violence in History
War and revolution; the causes of collective violence as represented in recent theories and investigations of human behavior, international diplomacy, and revolutionary theory. (Offered as needed.) (3)

Human Resources Management

HRM 208 Human Resources Management
Prerequisite: BUS 101. Aspects of the human resources function operable in business organizations; analysis of employment personnel testing, job classification, wage and salary administration, and performance evaluation; overview of labor relations in American business. (Offered every spring semester.) (3)

HRM 310 Industrial Labor Relations
Prerequisite: HRM 208. A study of current problems faced in the area of labor relations. The course examines management and union philosophies, strategies, and tactics used in the collective bargaining process through the use of interviewing techniques and case studies. (Offered as needed.) (3)

HRM 320 Human Resources Training and Development
Prerequisite: HRM 208. This course is concerned with the theory and research of the systematic development and evaluation of training programs in a variety of organizational settings. The course provides a theoretical as well as practical orientation to the field. (Offered every even-fall semester.) (3)

HRM 330 Wage and Salary Scale Development
Prerequisite: HRM 208. This course studies and analyzes the basic concepts of compensation administration in organizations. Topics such as the foundation for wage and salary programs, methods of job evaluation, building wage and salary structures, and the legal constraints placed upon compensation programs are studied. (Offered every odd fall semester.) (3)

HRM 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (3)

HRM 440 Senior Seminar in Human Resource Management
Prerequisite: HRM 208. The case method technique is used to familiarize future managers with issues that involve designing and

administering a system for hiring, advancing, and rewarding workers. The issues covered reflect current concerns of human resource management professionals (e.g., affirmative action, comparable worth, the aging work force, termination, and early retirement). The class functions as a seminar with students leading discussion of topics and cases. (Offered as needed.) (3)

Integrative Studies

INS 301 Integrative Studies II (Topic)
Prerequisite: ENG 110, ENG 112. An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression. (Offered every semester.) (3)

Management

MGT 295 Introductory Topics in Management
Prerequisite: to be determined by the Division of Business and Management. An introductory study of a specific topic within management. Intended for freshmen and sophomores, or for students with little or no background in management. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

MGT 345 Organizational Behavior
Prerequisites: HRM 208, BUS 101. Logical and rational design of organizations; emergent behavior in the individual and the group, including interaction and effect on the organization. PSY 337 accepted as a substitute. (Offered every fall semester.) (3)

MGT 350 Small Business Seminar
Prerequisites: A 2.5 GPA and permission of the instructor. Analysis of issues related to small business, including accounting, data processing, marketing, management, legal matters, and funding. (Offered as needed.) (1)

MGT 351 Small Business Management
Prerequisite: BUS 101. An analysis of the management concerns associated with small business. This course examines the means of ownership and characteristics of small business, as well as the benefits derived from and problems associated with managing small retail stores, service-oriented organizations, franchises, and manufacturing firms. Problems in marketing, finance, production, accounting, personnel, and insurance associated with the management of a small business are studied and analyzed. Development of a business plan is included. (Offered every even-year spring semester.) (3)

MGT 353 Business and Government Relations
Prerequisites: ECO 210, ECO 211, BUS 101; POL 120 or POL 130. Analysis of governmental impact on business decisions; statutory requirements, regulation, and promotion of domestic and foreign business activities. Analysis of corporate political activity and current issues in business-government relations. (Offered as needed.) (3)

MGT 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

MGT 430 Management Seminar
Prerequisite: senior standing or consent of instructor. Analytical, ethical, and conceptual role of the manager in an organizational structure emphasizing the interrelationships of various managerial styles. (Offered as needed.) (3)

MGT 440 Services Management and Marketing
Several businesses dominate the economics of most developed nations of the world. In the United States the service sector employs over 75 percent of the workers and contributes over 70 percent of the GDP. Business courses have traditionally focused on manufacturing. This course introduces the student to the unique challenges faced by service organizations and by the growing number of manufacturing firms that use service as a competitive strategy. (Offered every odd spring semester beginning spring 2005.) (3)

MGT 450 Management Internship
Prerequisites: junior or senior standing and consent of instructor. One-semester internship with a public or private organization provides opportunities for practical experience in management and observation of the concepts and the actual practice of managerial procedure. (Offered every semester.) (1-12)

MGT 495 Advanced Topics in Management
Prerequisite: to be determined by the Division of Business and Management. An advanced study of a specific topic within management. Intended for juniors and seniors, or for students with an appropriate background in management. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Marketing

MKT 220 Principles of Marketing
Prerequisite: BUS 101. An introduction to the fundamental principles of marketing as well as to more advanced concepts to be presented in later courses. These include consumer behavior models, segmentation, allocation of resources, collection of information strategies, organization, and control. (Offered every fall semester.) (3)

MKT 250 Principles of Advertising I
Prerequisite: MKT 220. An analytical view of the role of advertising in society and business. Emphasis is placed on the creation, planning, and budgeting of promotional campaigns, methods of how advertising informs buyers, promotes sales, and persuades individuals to become consumers. (Offered every even-year fall semester.) (3)

MKT 251 Principles of Advertising II
Prerequisites: MKT 220, MKT 250. This course examines the development of an advertising campaign for a client. It includes the formulation of advertising strategy, media planning, media buying, creative execution, and campaign evaluation. (Offered every odd-year spring semester.) (3)

MKT 295 Introductory Topics in Marketing
Prerequisite: to be determined by the Division of Business and Management. An introductory study of a specific topic within marketing. Intended for freshmen and sophomores, or for students with little or no background in marketing. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

MKT 310 New Product Planning and Development
Prerequisite: MKT 220. This course examines the growing concern over the success of new products. Strategies concerning the management of a new product's life span, the product planning and development sequence, the search for opportunity, screening, economic evaluation, development of product, development of a marketing plan, testing, and commercialization are studied. (Offered as needed.) (3)

MKT 320 Public Relations
Prerequisite: MKT 220. A survey of the growing importance of public relations in the public, private, and non-profit sectors of the economy. A study is made of the goals and methods of communication between an organization and its constituencies: stockholders, potential markets, consumers, employees, alumni, suppliers, distributors, and the general public. (Offered every spring semester.) (3)

MKT 330 Sales Management
Prerequisite: MKT 220. An introduction to professional sales force management. This course is designed to develop skills in planning the sales program, organizing the selling effort, and recruiting, training, and motivating the sales force. (Offered every odd-year spring semester.) (3)

MKT 340 International Marketing
Prerequisite: MKT 220. This course introduces the student to the field of multinational marketing, with emphasis placed on international competition; distribution systems; pricing and credit policies; promotional methods; trade barriers; trade agreements; and the areas of the political, legal, economic, cultural, and ethical problems faced in attempting to market in foreign nations. (Offered every even-year spring semester.) (3)

MKT 350 Marketing for Non-profit Organizations
Prerequisite: MKT 220. This course examines how managers of non-profit institutions can apply the marketing concepts of product, price, promotion, and distribution to their institutions. Colleges, hospitals, charities, political organizations, churches, libraries, zoos, arts organizations, and service organizations are studied. (Offered as needed.) (3)

MKT 360 Retail Marketing
Prerequisite: MKT 220. Perspectives, problems of location, financing, merchandising policy, advertising and sales promotion, operating, and policy trends in retailing. (Offered every even-year spring semester.) (3)

MKT 370 Consumer Behavior
Prerequisite: MKT 220. Consumer decision-making in the marketplace; research in psychology, sociology, and other behavioral fields; present and potential applications for marketing will be examined. (Offered every odd-year spring semester.) (3)

MKT 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

MKT 430 Marketing Research
Prerequisites: MKT 220, ECO 211, SS 231, MAT 102. Practical applications and methodology of marketing research are a major focus. Emphasis is placed on problem formulation, the development of sources of information, design of research methods, data collection, sampling, analysis, and selection of alternative solutions as they apply to marketing problems. (Offered every odd-year fall semester.) (3)

MKT 440 Marketing Management
Prerequisite: MKT 220. This course studies advanced marketing problems encountered by firms through the utilization of the case study method. Emphasis is placed on the coordination of objectives and resources of the firm as well as the development of strategies and tactics that relate to the functions of analysis, organization, planning, and control as related to marketing. (Offered every even-year spring semester.) (3)

MKT 495 Advanced Topics in Marketing
Prerequisite: to be determined by the Division of Business and Management. An advanced study of a specific topic within marketing. Intended for juniors and seniors, or for students with an appropriate background in marketing. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Mathematics

MAT 095 Developmental Mathematics (NC)
Required of all students achieving a score of 1 on the mathematics placement examination. An examination of the operations and properties of the real number system is followed by stress on algebraic expressions, simplification of expressions, solving equations, and verbal problems. A student placed in this course must achieve a grade of S prior to entry in any core course in the area of mathematics. The class schedule for this course is the equivalent to one three-credit course. This course will be offered as a pass/fail option, with a grade of satisfactory or unsatisfactory. (Offered every fall semester.) (0)

MAT 102 College Algebra
Prerequisite: MAT 095 or a score of 2 on the placement exam. Sets, real numbers, algebraic expressions, factoring, exponents, logarithms, solving algebraic equations, inequalities, exponential equations, radical equations, and applications. (Offered every semester.) (3)

MAT 104 Mathematics for the Liberal Arts
Prerequisite: MAT 095 or a score of 2 on the placement exam. Specific topics will be selected, with a view toward answering the questions: what is mathematics? How have mathematical ideas developed through history? How might mathematics be relevant to everyday life? Topics will typically include items such as problem-solving, logic, numeration systems, number theory, mathematical finance, geometry, fractals, and probability. (Offered as needed.) (3)

MAT 105 Pre-Calculus
Prerequisite: MAT 102 or a score of 3 on the placement exam. This course covers linear functions, quadratic functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions, ellipses, hyperbolas, graphs of each of these, as well as trigonometric identities and applications. (Offered every fall semester.) (3)

MAT 106 Calculus I
Prerequisite: A grade of C- or better in MAT 105 or a score of 4 on the placement exam. Limits, continuous functions, derivatives, anti-derivatives, definite integrals, fundamental theorem of calculus, applications. (Offered every spring semester.) (4)

MAT 207 Calculus II
Prerequisite: A grade of C- or better in MAT 106 or AP credit for MAT 106. Applications of integral calculus; techniques of integration including: (1) change of variables, (2) trigonometric substitution, (3) integration by parts, and (4) partial fractions, improper integrals, sequences, series, tests for convergence, Taylor's formula, Taylor series expansion of a function, and applications. (Offered every fall semester.) (4)

MAT 210 Calculus III
Prerequisite: A grade of C- or better in MAT 207. Parametric equations and polar coordinates, vectors and surfaces, vector-valued functions, differential calculus of functions of several variables, multiple integrals, vector calculus. (Offered every spring semester.) (4)

MAT 220 Structures of the Number System
Prerequisite: MAT 102 or MAT 105 or higher. This course is designed to provide stu-

dents with a basic understanding of the structure of mathematics. There will be an emphasis on conceptual understanding, mathematical literacy and problem-solving. It covers such topics as numeration systems, number theory, rational numbers, integers, probability, use of graphing calculators, and geometric figures, including transformations, tessellation, similarity, symmetry and measurement. (Offered every semester.) (3)

MAT 230 Linear Algebra
Prerequisite: a grade of C- or better in MAT 207 or permission of the instructor. Matrix algebra, vector spaces, subspaces, bases for vector spaces, determinants, solving linear systems, linear transformations, change of basis, eigenvalues and eigenvectors, and applications. (Offered every spring semester.) (3)

MAT 245 Transition to Abstract Mathematics
Prerequisite: MAT 106 or permission of the instructor. This course serves as a transition to abstract mathematics. Students will learn to read and write proofs. Topics may be selected from logic, sets, proof by induction, relations, functions, cardinality, combinatorics, number theory, graph theory. (Offered every fall semester.) (3)

MAT 295 Introductory Topics in Mathematics
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic within mathematics. Intended for freshmen and sophomores, or for students with little or no background in mathematics. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

MAT 309 Probability and Statistics
Prerequisite: a grade of C- or better in MAT 245 or permission of instructor. Finite sample spaces, counting techniques, random variables, distributions, testing of hypotheses, applications. (Offered every odd-year spring semester.) (3)

MAT 330 Abstract Algebra
Prerequisite: a grade of C- or better in MAT 245 or permission of the instructor. Algebraic structures, groups, rings, fields, and polynomial domains. (Offered every even-year fall semester.) (3)

MAT 350 Foundations of Geometry
Prerequisite: a grade of C- or better in MAT 245. Axiomatic Systems, finite geometries, advanced Euclidean concepts, plane hyperbolic geometry. (Offered every even-year spring semester.) (3)

MAT 361 Real Analysis
Prerequisites: a grade of C- or better in MAT 207 and MAT 245. A rigorous treatment of the real number system and concepts from calculus. Specific topics include: the axioms of the real numbers, limits, sequences, series, convergence, continuity, differentiability, and the Riemann integral. (Offered every odd-year fall semester.) (3)

MAT 399 Independent Study
Prerequisites: junior or senior standing and consent of instructor. (Offered as needed.) (1-3)

MAT 405 Senior Seminar
Prerequisite: senior standing or permission of the instructor. Studies from selected areas of mathematics. Written reports and formal presentations will be required. This course is considered the capstone course for students completing the mathematics major. Students may repeat the course but not the topic. (Offered every spring semester). (3)

MAT 495 Advanced Topics in Mathematics
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within mathematics. Intended for juniors and seniors, or for students with an appropriate background in mathematics. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Music

MUS 101 Music Appreciation
Development of listening techniques and a historical perspective of music styles through exposure to music by great composers. (Offered every semester.) (3)

MUS 120 Chorale
Ensemble singing using advanced choral material; preparation and presentation of concerts on and off campus, including an annual tour. Open to students on the basis of auditions. Participation for the entire academic year is encouraged. May be repeated for credit. A maximum of six semester credit hours may be applied toward graduation. (Offered every semester.) (1)

MUS 130 Private Piano
An individual program of practice is developed that teaches basic hand position and fingering, knowledge of music notation and terms for the piano, and pedaling techniques. The number of pieces learned varies from student to student. A maximum of six credits may be applied toward graduation. A fee is charged, payment of which should be arranged through the bursar's office. (Offered as needed.) (1)

MUS 131 Private Voice
Private instruction to improve the fundamentals of singing, including posture, diction, placement, resonance, intonation, and breath control. May be repeated for credit. A maximum of six credits may be applied toward graduation. A fee is charged, payment of which should be arranged through the bursar's office. (Offered as needed.) (1)

MUS 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Nursing

NUR 300 Health Assessment
Prerequisite: NUR 309 or permission of the instructor. This course provides theory and laboratory practice of basic health assessment skills for individuals across the life span. The student uses the nursing process as a framework to develop interviewing, health history assessment, and documentation skills to conduct a systematic, comprehensive health assessment. (Offered every fall semester.) (3)

NUR 302 Nutrition in Health and Illness
Pre- or corequisite: none. This course introduces the student to the study of nutrition and its role in health promotion, health maintenance, and health restoration. Normal nutritional requirements, nutrition for health promotion, and therapeutic nutrition are emphasized. The student uses the nursing process to assess nutritional needs, giving consideration to cultural and ethnic influences, to create a plan for optimal health and therapeutic management for individuals and families across the life span. (Offered every fall semester.) (2)

NUR 303 Epidemiology
Prerequisite: NUR 309 or permission of the instructor. This course presents basic epidemiological concepts and methods with emphasis on the health status and health needs of a population, on the levels of prevention, and on the promotion of health strategies. General methods introduced include epidemiological measures, measures

of effect, sources of data, descriptive components, study designs and strategies for screening, and surveillance in the community. Practical applications for health care providers are emphasized. (Offered every fall semester.) (2)

NUR 308 Foundations of Nursing Practice
Pre- or corequisite: NUR 309. This course explores traditional nursing interventions, including the underlying theoretical and/or research framework. The student learns fundamental nursing skills in the clinical laboratory highlighting critical thinking and its importance to clinical reasoning and clinical decision-making. The nursing process is applied in assessing strategies of communication and in gathering, interpreting, and analyzing data to form culturally sensitive and valid nursing judgments. Skills are practiced in a clinical laboratory prior to their application to client situations in community-based settings. (Offered every fall semester.) (4)

NUR 309 Family Health Nursing
Pre- or corequisite: BIO 203, BIO 204, BIO 207, CHM 107, PSY 123, ENG 112, SOC 101, PHL 115, SS 231. This initial nursing course introduces Keuka's community-based curriculum with a client family as the primary unit of investigation. Using a family developmental life-cycle approach and a family systems framework, the evolution and growth of many types of families is traced over time. Through a systematic approach to family assessment, students analyze the cultural, ethnic, racial, religious, and socio-economic variables that influence family life in this rural community. Critical thinking is encouraged as nursing interventions are developed and implemented with consideration given to the utilization of community resources to enhance family functioning. (Offered every fall.) (3)

NUR 310 Pathophysiology/Pharmacology
Prerequisites: BIO 203, BIO 204, CHM 107. This course focuses on the disruption of human physiology that occurs during illness and on the role of pharmacotherapeutic agents in supporting the body's attempts to restore homeostasis. A prototype from each class of drugs is highlighted. Nursing responsibilities regarding safe administration of medications are included. (Offered every fall semester.) (3)

NUR 311 Genetics in Nursing
Prerequisites: BIO 203, BIO 204. Pre- or corequisite: PHL 115. Permission of instructor for other majors. This course provides the nurse of the future with a basic understanding of the principles of human genetics. Major content areas include the human genome project, cross-cultural issues in human genetics, and genetic conditions across the lifespan. Students begin to evaluate the inherent ethical dilemmas that this expanding knowledge poses for modern health care providers. (Offered every spring semester.) (3)

NUR 312 Childbearing Family Health Nursing
Prerequisites: NUR 300, NUR 302, NUR 303, NUR 308, NUR 309, NUR 310, NUR 317 or permission of instructor. The focus of this course is the perinatal nursing care of childbearing families. Strategies for promoting health, preventing illness, treating acute episodes, and restoring health are explored in culturally diverse contexts. Health care policy and economics specific to childbearing families are integrated throughout the course. Community-based learning experiences are provided in prenatal and intranatal/postnatal acute care settings. (Offered every spring semester.) (4)

NUR 314 Adult/Elder Health Nursing I
Prerequisites: NUR 300, NUR 302, NUR 303, NUR 308, NUR 309, NUR 310, NUR 317 or permission of instructor. This course emphasizes the acute care nursing of adults and elders. Strategies for the prevention of common threats to health and the restoration of health are also examined in the light of cultural influences. Students apply nursing process to meet primary and secondary health care needs of adults and elders in partnership with families and communities. Partnerships include service-learning opportunities, as well as the study of how health care policy and economics affect the client. Relevant research findings are in-corporated as appropriate. Clinical learning experiences occur in community-based hospitals and other care settings. (Offered every spring semester.) (4)

NUR 315 Nursing Research
Prerequisites: 200-level courses or permission of instructor. This course is an introduction to the principles of scientific inquiry in nursing. Students are guided in the development of critical appraisal skills in the evaluation of both quantitative and qualitative research methodologies and in the application of research findings to nursing practice. Resources appropriate for nurse researchers are explored with the opportunity to define a research problem and to initiate a literature search. (Offered every spring semester.) (3)

NUR 316 Nursing History
Pre- or corequisites: none. This course introduces the rich history of nursing, beginning with early civilizations. Knowledge of nursing's history, within the context of each period, provides insight into the relationship between nursing and society. The impact on modern nursing of historical figures such as Florence Nightingale, Lavinia Dock, and Lillian Wald is investigated, as are the changing roles of nurses over time. (Offered every spring semester.) (1)

NUR 317 Professional Development
Pre- or corequisites: none. This course encourages the student to explore the ethical and legal requirements for safe, effective, compassionate professional nursing practice. Characteristics of a profession are considered and applied to nursing. Philosophical and legal definitions of nursing are examined related to the work of prominent nursing theorists. Students study the American Nurses Association Code for Nurses, the ethical basis of nursing practice. Students also study New York state licensing law, which provides the foundation for the legal parameters of nursing practice. (Offered every spring semester.) (1)

NUR 391 Nursing Field Period
Prerequisites: admittance into major. Nursing-focused experiential education for the individual student or student group. This experience builds upon previous experience, demonstrating growth and an enhanced ability to think critically. Off-campus experiences highlight personal and professional development and can also involve the areas of service learning, working with diverse populations, and working with other disciplines. Includes a minimum of 140 clock hours. (Offered every summer and January.) (3)

NUR 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

NUR 400 Business Planning for Health Care
Pre- or corequisites: none. This course provides students in the health care professions with basic business and entrepreneurial skills. Topics covered include: costing, budgeting, and marketing. Students cover basic business theory, making case study applications. Emphasis is placed on quantitative and qualitative decision-making. The course also examines current business trends within the

health care industry including deregulation, reimbursement systems, fee-for-service providers, and entrepreneurial opportunities. (Offered every fall semester.) (3)

NUR 402 Mental Health Nursing
Prerequisites: NUR 300, NUR 302, NUR 303, NUR 308, NUR 309, NUR 310, NUR 311, NUR 312, NUR 314, NUR 315, NUR 316, NUR 317 or permission of instructor. The focus of this course is the development of the therapeutic nurse-client relationship in health and illness. Mental health concepts are stressed as students are guided to develop the "therapeutic use of self" through heightened self-awareness and the use of advanced communication skills. Psychiatric medical diagnoses such as depression, bipolar disorder, schizophrenia, and substance abuse disorder are studied, as are the appropriate therapeutic nursing interventions used with clients experiencing these conditions. Special emphasis is given to the use of critical thinking skills in clinical decision-making as well as to the application of relevant research findings. Clinical work takes place in a variety of mental health settings both in the hospital and elsewhere in the community. (Offered every fall semester.) (3)

NUR 412 Childrearing Family Health Nursing
Prerequisites: NUR 300, NUR 302, NUR 303, NUR 308, NUR 309, NUR 310, NUR 311, NUR 312, NUR 314, NUR 315, NUR 316, NUR 317 or permission of instructor. The focus of this course is the nursing care of children who experience acute, chronic, and rehabilitative health problems. The student uses nursing process and a developmental framework to explore the unique, culturally influenced pattern of each family's ability to cope. Partnering with the family, appropriate nursing interventions are planned, executed, and evaluated, highlighting the student's critical thinking ability. Health care policy and economics specific to childrearing families are integrated throughout the course. Clinical learning experiences occur in a variety of community-based hospitals and other settings. (Offered every fall semester). (3)

NUR 414 Adult/Elder Health Nursing II
Pre- or corequisites: NUR 400, NUR 402, NUR 412, NUR 415, NUR 425, NUR 430 or permission of instructor. This course is built on knowledge and experiences acquired in NUR 314. The focus is on acute and restorative nursing interventions for adults and elders. Students use the nursing process to explore client health care needs and coping strategies. Appropriate resources are identified to assist in meeting these needs with consideration to health care policy, economic status, and other networks specific to these populations. Critical thinking skills are emphasized as students, partnering with the family and the interdisciplinary team, plan, implement, and evaluate nursing interventions that are appropriate and culturally sensitive. Relevant research findings are considered as appropriate. Partnerships include service-learning opportunities. Clinical learning experiences occur in community-based hospitals and other care settings. (Offered every spring semester.) (4)

NUR 415 Community Health Nursing
Pre- or corequisites: NUR 400, NUR 402, NUR 412, NUR 414, NUR 425, NUR 430 or permission of instructor. This course focuses on the theory and practice of community health nursing. Community health nursing is a blend of two components: public health science, with its roots in epidemiology, and the art and science of nursing. While students work with individuals and families, emphasis is placed on the "community-as-client," critically examining the population-focused practice of nursing in a rural community. In partnership with the community, students analyze current assessment data to develop a proposal

to meet an identified community need. Clinical learning experiences occur in a variety of community-based settings. (Offered every spring semester.) (4)

NUR 425 Nursing Leadership
Prerequisites: NUR 300, NUR 302, NUR 303, NUR 308, NUR 309, NUR 310, NUR 311, NUR 312, NUR 314, NUR 315, NUR 316, NUR 317. This course focuses on the nurse's leadership roles in the rapidly changing global health care environment. Course content includes group theory and development, models of leadership, organizational theory and development, change theory, and conflict management. Managed care concepts, quality improvement, and the evaluation of patient care outcomes are also highlighted. Seminar discussions enhance understanding of business processes and of the political, legal, and ethical ramifications of core topics. (Offered every fall semester.) (3)

NUR 430 Professional Practice Issues
Prerequisites: NUR 400, NUR 402, NUR 412, NUR 425. Corequisites: NUR 414, NUR 415. In this capstone senior seminar, students are encouraged to critically analyze societal trends and health issues that influence professional nursing practice. Students provide leadership for selecting, planning, implementing, and evaluating seminars. Knowledge and skills from other nursing courses are integrated as the student is challenged to explore current employment opportunities and to make projections for the changing roles of the nurse in the 21st century. Individual student portfolios are completed during this course. (Offered every spring semester.) (2)

NUR 491 Senior Nursing Field Period
Prerequisites: NUR 391 and senior status. Nursing-focused experiential education for the individual student or student group. This experience builds upon previous experience, demonstrating growth and an enhanced ability to think critically. Off-campus experiences highlight personal and professional development and can also involve the areas of service learning, working with diverse populations, and working with other disciplines. Includes a minimum of 140 clock hours. (Offered every summer and January.) (3)

NUR 495 Advanced Topics in Nursing
Prerequisite: to be determined by the Division of Nursing. An advanced study of a specific topic within nursing. Intended for juniors and seniors, or for students with an appropriate background in nursing. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Occupational Studies

OCC 120 Occupation and Self
This course emphasizes personal growth while developing essential tools for therapeutic interventions. These communication skills also form the base for collaborative relationships with peers, colleagues, and supervisors at varying professional levels and environments. (Offered every spring semester.) (3)

OCC 237 Interactive Reasoning in Occupational Therapy
This course addresses the unique orientation of occupational therapy group work that is skills-oriented, action-oriented, and here-and now-oriented. The experiential approach in this course leads the students through the logic of planning, implementing, and evaluating a functional group. The functional group serves as a method to assist clients in adaptation to their life roles and tasks through occupation, the "doing" or "action," in a group. (Offered every fall semester.) (3)

OCC 351 Occupational Development in Childhood
Prerequisites: OCC 120, OCC 237. This course will include discussion, lectures, demonstrations, observations, audiovisual aides, and lab experiences. The student will be able to identify the occupational development of children through age 12. This includes biological, psychological, and social components that subserve occupation, in addition to the performance contexts in which these components are practiced. Particular emphasis is placed on occupational performance and occupational form of selected activities as they relate to overall health, wellness, and normal development. Ethical and sociocultural issues related to occupational development including working with caregivers from diverse social and ethnic backgrounds and providing services to children in health care, educational, and non-traditional systems will also be discussed. Students will practice using the basic skills of observation, assessment, documentation, analysis and adaptation. (Offered every fall semester.) (3)

OCC 352 Occupational Development in Adolescents and Middle Adult
*Prerequisites: OCC 120, OCC 237.*This course will include discussion, lectures, demonstrations, observations, audiovisual aides, and lab experiences. The student will be able to identify the occupational development of adolescence to mid-life. This includes biological, psychological, and social components that subserve occupation, in addition to the performance contexts in which these components are practiced. Particular emphasis is placed on occupational performance and occupational form of selected activities as they relate to overall health, wellness, and normal development. Ethical and sociocultural issues related to occupational development including working with caregivers from diverse social and ethnic backgrounds and providing services to children in health care, educational, and non-traditional systems will also be discussed. Students will practice using the basic skills of observation, assessment, documentation, analysis and adaptation. (Offered every fall semester.) (3)

OCC 353 Occupational Development in Later and Older Adult
Prerequisites: OCC 120, OCC 237. This course will include discussion, lectures, demonstrations, observations, audiovisual aides, and lab experiences. The student will be able to identify the occupational development of middle adulthood through late adulthood. This includes biological, psychological, and social components that subserve occupation, in addition to the performance contexts in which these components are practiced. Particular emphasis is placed on occupational performance and occupational form of selected activities as they relate to overall health, wellness, and normal development. Ethical and sociocultural issues related to occupational development including working with caregivers from diverse social and ethnic backgrounds and providing services to children in health care, educational, and non-traditional systems will also be discussed. Students will practice using the basic skills of observation, assessment, documentation, analysis and adaptation. (Offered every fall semester.) (3)

OCC 361 Occupational Dysfunction in Childhood
Prerequisite: OCC 351. This course will focus on the core constructs related to occupational dysfunction of individuals and populations from infancy through childhood (0-12 years old). This will specifically include the disruption of performance components underlying occupation, consequences and personal impact of occupational dysfunction, and the multidimensional natural and social

cost of occupational dysfunction. (Offered every spring semester.) (3)

OCC 362 Occupational Dysfunction in Adolescence-Middle Adulthood
Prerequisite: OCC 352. This course will focus on the core constructs related to occupational dysfunction of individuals and populations from adolescence through middle adulthood (13-50 years old). This will specifically include the disruption of performance components underlying occupation, consequences and personal impact of occupational dysfunction, and the multidimensional natural and social cost of occupational dysfunction. (Offered every spring semester.) (3)

OCC 363 Occupational Dysfunction in Later Adulthood-Older Adulthood
Prerequisite: OCC 353. This course will focus on the core constructs related to occupational dysfunction of individuals and populations from later adulthood through older adulthood (50+ years old). This will specifically include the disruption of performance components underlying occupation, consequences and personal impact of occupational dysfunction, and the multidimensional natural and social cost of occupational dysfunction. (Offered every spring semester.) (3)

OCC 365 Occupation, Adaptation and Technology I
Prerequisites: OCC 120, OCC 237 and concurrent enrollment in OCC 361, OCC 362, OCC 363. This course focuses on the use of therapeutic adaptations and technologies that support occupational performance. Particular focus is on modification of occupational form as it relates to environmental contexts by enabling people who have disabilities, or who are at risk for acquiring disabilities, to improve their function. (Offered every spring semester.) (3)

OCC 471 Occupational and Assessment Intervention in Childhood I
This course will focus on the assessment and intervention of occupational performance in children. Assessment and treatment of physical, cognitive, sociocultural, spiritual, and economic/political components will be emphasized. (Offered every fall semester.) (4)

OCC 472 Occupational and Assessment Intervention in Adolescence-Middle Adulthood I
This course will focus on the assessment and intervention of occupational performance in children. Assessment and treatment of physical, cognitive, sociocultural, spiritual, and economic/political components will be emphasized. (Offered every fall semester.) (4)

OCC 473 Occupational and Assessment Intervention in Later Adulthood-Older Adulthood I
This course will focus on the assessment and intervention of occupational performance in children. Assessment and treatment of physical, cognitive, sociocultural, spiritual, and economic/political components will be emphasized. (Offered every fall semester.) (4)

OCC 475 Occupation, Adaptation and Technology II
Prerequisites: OCC 365 and concurrent enrollment in OCC 471, OCC 472, OCC 473. This course focuses on the use of therapeutic adaptations and technologies that support occupational performance. Particular focus is on application of low and high technology to enable people who have disabilities, or who are at risk for acquiring disabilities, to improve their function. (Offered every fall semester.) (3)

OCC 477 Functional Group Work in Occupational Therapy
Prerequisites: OCC 363, OCC 471, OCC 472, OCC 473. This course studies advanced group skills and individual interaction strategies designed for people with physical, social, emotional, or developmental problems, as well as individuals whose focus is on health and well-being. Engagement in activity in a group context becomes the means to the end of enabling people to achieve their goals and intentions more fully. Experiential classroom learning as well as a community practicum will take place. (Offered every spring semester.) (4)

OCC 481 Occupational Therapy Assessment and Intervention in Childhood II
Prerequisites: OCC 471, OCC 475. Based on the most current research on the relationship between occupation and well being, this course focuses on the development and implementation of innovative occupational therapy intervention that enables children to lead lives of meaningful occupation. (Offered every spring semester.) (4)

OCC 482 Occupational Therapy Assessment and Intervention: Adolescence-Middle Adulthood II
Prerequisites: OCC 472, OCC 475. Based on the most current research on the relationship between occupation and well being, this course focuses on the development and implementation of innovative occupational therapy intervention that enables adolescents through middle adults to lead lives of meaningful occupation. (Offered every spring semester.) (4)

OCC 483 Occupational Therapy Asssessment and Intervention: Later Adulthood-Older Adulthood II
Prerequisites: OCC 473, OCC 475. Based on the most current research on the relationship between occupation and well being, this course focuses on the development and implementation of innovative occupational therapy intervention that enables later adults through older adults to lead lives of meaningful occupation. (Offered every spring semester beginning spring 2005.) (4)

Occupational Studies - Graduate Courses

OCC 501/502 Level II Fieldwork
Prerequisites: Graduate status. The student will complete 12 weeks of full-time employment/clinical experience under the direct supervision of a registered occupational therapist. The type of clinical setting or environment is a collaborative effort between the Fieldwork Coordinator, the student and the clinical site supervisor. The student learning objectives are developed by the fieldwork sites with review by the Division of Occupational Therapy. The primary emphasis for this fieldwork is the student's transition from academic learner to entry-level practitioner. The student must translate the academic knowledge base to actual clinical practice in a professional manner. Registration in this course constitutes full-time attendance.

A student may begin Level II Fieldwork only after completing all the specified academic requirements. It consists of working full-time for six months in occupational therapy clinics, serving a variety of ages and diagnosis. Keuka College requires that three months be completed in a setting serving those with physical dysfunction. A student may choose to complete a third Level II placement in an area of interest, which may be two or three months long.

OCC 511 Action Oriented Research I
Prerequisite: B.S. in occupational science. Entry into the research process through exploration of topics pertinent to occupation-based practice. (5)

OCC 513 Advanced Theory I
Prerequisite: B.S. in occupational science. 1) Evaluate how occupational therapy's core constructs address professional identity and competence. 2) Describe how the field's theoretical concepts are developed and its treatment approaches are laid out. 3) Demonstrate how dynamical systems theory organizes knowledge and provides a way of thinking about the world. 4) Analyzes how dynamical systems theory provides a useful heuristic framework for clinical reasoning. (6)

OCC 531 Action Oriented Research II
Prerequisite: OCC 511. Continuation of the research process through the development of a scholarly research proposal that is approved by the student's major adviser. All student research involving human subjects must be approved by the Human Subjects Institutional Review Board (HSIRB) or must be certified as exempt by the chair of the HSIRB. Data collection begins during this phase of the research process. Lecture and individual contact. (3)

OCC 535 Management and Leadership for the Occupational Therapist
Prerequisite: B.S. in occupational science. The focus of this course is on the application of current literature in management and leadership to the roles of advocate, trainer/facilitator, manager, consultant, and leader within the traditional and non-traditional practice settings. Students will immerse themselves in the literature while exploring management cases through the problem-bases learning process. (3)

Philosophy

PHL 101 Introduction to Philosophy
Philosophical thinking and its implications for the present and future emphasizing value judgments, the meaning of life, and the quest for personal identity and philosophy. (Offered every semester.) (3)

PHL 108 Modern Philosophy
Origin and development of major assumptions, ideas, methods, perspectives, and systems of thought from the Renaissance to the present. (Offered as needed.) (3)

PHL 115 Ethics
Foundations, presuppositions, and meaning of morality; major ethical theories and standards of conduct from Greek origins to the present; applications of ethical theories and principles to selected areas of human concern and action. (Offered every semester.) (3)

PHL 295 Introductory Topics in Philosophy
Prerequisites: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within philosophy. Intended for freshmen and sophomores, or for students with little or no background in philosophy. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

PHL 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Physical Education

PE 101 Smallcraft
Prerequisite: Pass the Keuka College swim test with a swimming certificate. Students will: learn and practice basic skills and safety for sailing, canoeing, kayaking, paddleboating and small motor crafts. Course will introduce students to the terminology, rules of waterways, equipment and the safe use of crafts on waterways. The course will be both theory and practice relative amount of each will vary depending on weather. The course will be taught for five hours per week for the first eight weeks of the fall semester. (Offered every fall semester.) (1)

PE 103 Badminton
Beginning strokes and strategies; rules and play for both singles and doubles. (Offered as needed.) (1)

PE 111 Golf I
Rules, etiquette, and beginning techniques for strokes, swing, and play. (Offered every spring semester.) (1)

PE 112 Golf II
Prerequisite: PE 111. Advanced play. (Offered as needed.) (1)

PE 115 Shape–Up
Stretching exercises, working with weights, and building endurance with aerobic exercises. (Offered every fall semester.) (1)

PE 119 Basic Swimming
Beginning through intermediate. This course covers all nine strokes, basic survival, and other water-related skills. Certification in Red Cross course based on individual's ability. (Offered as needed.) (1)

PE 120 Synchronized Swimming I
Course designed for deep water swimmers. Sculling, figures, and strokes incorporated in routines with music. (Offered as needed.) (1)

PE 122 Tennis I
Beginning forehand ground stroke, backhand ground stroke, and serve. Rules and play for both singles and doubles. Beginning court position and strategies. (Offered every spring semester.) (1)

PE 123 Tennis II
Prerequisite: PE 122. Advanced tennis. (Offered as needed.) (1)

PE 125 Canoeing
Prerequisites: basic skills for survival in water. Types of canoes, strokes and paddles. Methods of handling canoes in all weather conditions. (Offered as needed.) (1)

PE 126 Outdoor Living
Basic practical course to learn skills to better utilize and enjoy the outdoors through camping, hiking, canoeing, kayaking, and biking. (Offered as needed.) (1)

PE 128 Sailing I
Prerequisites: basic skills for survival in water. Terms, types of boats, gear, and fittings, as well as points of sailing. Practical testing on solo sailing and rigging. (Offered as needed.) (1)

PE 140 Design for Active Living
The framework of the course includes both theory and activity components. In the theory focus, students are presented with an integrative and holistic approach to health issues and concerns. In the activity focus, students study a variety of aspects of fitness and exercise and participate in a fitness/exercise program of their choice and design. In addition, such techniques as yoga and self-defense are presented as augmenting activities. Furthermore, topics such as weight control and nutrition, stress management, and others leading to development of a positive self-image are included. This course provides instruction in the knowledge and skills necessary to develop a healthy, integrated lifestyle. (Offered every semester.) (3)

PE 220 Prevention, Care, and Rehabilitation of Sport Injuries
Prerequisites: BIO 203, BIO 204. Acquire knowledge and develop skills necessary in the understanding of how to prevent, care for, and rehabilitate common sports-related injuries. As part of the class, each student works in an athletic training practical setting while receiving the necessary theoretical background. (Offered as needed.) (3)

PE 295 Introductory Topics in Physical Education
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic within physical education. Intended for freshmen and sophomores, or for students with little or no background in physical education. The students may repeat the course, but not the topic. (Offered as needed.) (1-3)

PE 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (1-3)

PE 495 Advanced Topics in Physical Education
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within physical education. Intended for juniors and seniors, or for students with an appropriate background in physical education. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Physics

PHY 201 General Physics I
Prerequisite: MAT 106. Principles of vectors, mechanics, statics, dynamics, work, energy and momentum, rotational kinematics and dynamics; lecture and laboratory. (Offered every fall semester.) (4)

PHY 202 General Physics II
Prerequisites: MAT 106, PHY 201. Principles of oscillatory motion, waves, sound and fluids. Coverage of topics from: the principles of electricity and magnetism, elementary DC and AC circuits, electromagnetic waves, geometric and wave optics, and modern physics; lecture and laboratory. (Offered every spring semester.) (4)

PHY 295 Introductory Topics in Physics
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic within physics. Intended for freshmen and sophomores, or for students with little or no background in physics. The student may repeat the course, but not the topic. (Offered as needed.) (1-4)

PHY 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) (1-3)

PHY 495 Advanced Topics in Physics
Prerequisites: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within physics. Intended for juniors and seniors, or for students with an appropriate background in physics. The student may repeat the course, but not the topic. (Offered as needed.) (1-4)

Political Science

POL 120 American Government
American political systems emphasizing the interrelationship among the various levels and branches of government, formal and informal institutions, processes, and behavior. (Offered every fall semester.) (3)

POL 130 State and Local Government
Governmental organization and operations of the state and local government; local decision-making; governmental functions and such policy issues as welfare, poverty, and housing; participation of the people in city affairs. (Offered every spring semester.) (3)

POL 140 World Politics
Political, economic, social, and cultural connections on a global scale. Structure and process related to power and interdependence in international affairs. Diplomacy and indi-

vidual participatory roles within global webs of interdependence. (Offered every semester.) (3)

POL 231 Public Administration in a Democratic Society
Organizational structure and process of public administrative agencies; interactions and environment of organizations; conflicting loyalties; accountability of administrators in decision-making processes; responsibility to public pressure groups, the chief executive, the courts, the legislature, and the profession. (Offered every odd-year fall semester.) (3)

POL 250 Political and Historical Analysis
An examination of the development of the disciplines of political science and history; major issues and questions facing the disciplines in an era of rapid historical and political change; training students in the way practitioners know the world through the combined disciplines; and the use of this body of knowledge as a mode of analysis. Also listed as HIS 250. (Offered every odd-year spring semester.) (3)

POL 295 Introductory Topics in Political Science
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic within political science. Intended for freshmen and sophomores, or for students with little or no background in political science. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

POL 311 Political Development: Latin America
Contemporary issues in political, economic, and social affairs both within countries and the geographic region as a whole; structure and process of government and politics as related to emerging national and inter-national trends. (Offered every even-year spring semester.) (3)

POL 312 Political Development: Africa
Contemporary issues in political, economic, and social affairs both within countries and the geographic region as a whole; structure and process of government and politics as related to emerging national and international trends. (Offered every odd-year fall semester.) (3)

POL 313 Political Development: Asia
Contemporary issues in political, economic, and social affairs both within countries and the geographic region as a whole; and the structure and process of government and politics as related to emerging national and international trends. (Offered as needed.) (3)

POL 321 Constitutional Law: Civil Liberties and Rights
Prerequisite: POL 120 or POL 130. A study of the Constitution of the United States and its relationship to the following: the judicial structure and process; the political dimensions of judicial review, federation, and separations of power; and civil liberties and civil rights in a democratic society. (Offered every even-year spring semester.) (3)

POL 324 Legislative Process & Behavior
Prerequisite: POL 120 or POL 130. Formulation of public policy from an institutional and behavioral viewpoint, emphasizing Congressional elections, administrative and executive agencies, the political committee system, seniority, and Congress as elements of the party system. (Offered every odd-year spring semester.) (3)

POL 325 The American Presidency
The presidency as both an administrative and political phenomenon; its historical roots and evolution. Three major concepts: the presidency and its place in the constitutional and political system; roles and styles of leadership by which the President directs government toward predetermined objectives; and

how institutions facilitate the expansion of presidential power and operations. (Offered every even-year fall semester.) (3)

POL 340 International Law and Organization
Prerequisite: POL 140. Legal institutions and processes through which peace is sought and conflict resolved; role and effectiveness of international law, human rights, arms control, citizenship, economic and diplomatic intercourse, and resource conservation. (Offered as needed.) (3)

POL 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

POL 410 Internship
Prerequisites: senior standing and consent of instructor. One-semester internship with a public or private organization engaged in policy development, implementation, or review. Placements will normally be in entry-level policy positions. (Offered as needed.) (3-12)

POL 420 Washington Seminar Internship
Prerequisite: junior or senior standing. The upper-division students selected, along with the executive director of the program, develop a full-time internship with one of our three branches of government or within a political interest group. The interns are required to attend seminars and complete a major research project. (Offered every semester.) (15)

POL 430 Albany Legislative Internship
Prerequisite: junior or senior standing. The Albany Legislative Internship is sponsored and operated by a bipartisan Assembly committee. It provides college students with the opportunity to gain first-hand knowledge and experience in government in general and the legislative process in particular. (Offered every spring semester.) (15)

POL 432 Public Budgeting
Budgeting and modern government; classifications, phases, specialized problems, and forces that influence the budgetary process. (Offered as needed.) (3)

POL 440 Global Studies Seminar
Prerequisite: junior or senior standing. Integrating political, economic, and historical approaches for the purpose of analysis of current issues in global studies. Student-generated case studies will serve as the basis of course development. (Offered every even-year spring semester.) (3)

POL 495 Advanced Topics in Political Science
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An advanced study of a specific topic within political science. Intended for juniors and seniors, or for students with an appropriate background in political science. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Psychology

PSY 101 Introductory Psychology
Survey of basic areas including physiology, personality, and abnormal behavior; sensation and perception; learning, memory, and cognitive behavior; social and interpersonal interaction and attraction; and psychotherapies. (Offered every semester.) (3)

PSY 123 Introductory Human Development
Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality. (Offered every semester.) (3)

PSY 227 Social Psychology
Prerequisite: PSY 101. Theories and experimental research in areas such as communication processes, group dynamics, attitudes,

attribution theories, interpersonal attraction, and collective behavior; application to relevant social problems. (Offered every spring semester.) (3)

PSY 232 Experimental Methodology
Prerequisites: ENG 112, SS 231.
Introduction to principles and techniques of psychological research; consideration of different experimental designs and advanced statistical techniques; emphasis on interpretation and written presentation of experimental results. (Offered every fall semester.) (3)

PSY 238 Adolescent Psychology
Prerequisite: PSY 101 or PSY 123.
Biological, societal, familial, and peer influences in adolescent behavior; problems of youth in society. (Offered every spring semester.) (3)

PSY 249 Infancy and Early Childhood
Prerequisite: PSY 101 or PSY 123.
Development from conception through preschool years; physical development, intellectual functioning, achievement behavior, social and personality development, sex differences, and application of developmental principles; theories of child development, including Piaget's concepts of intellectual functioning. (Offered every spring semester.) (3)

PSY 250 Development in Middle Childhood
Prerequisite: PSY 101 or PSY 123.
Development from age 6 to puberty; theories of child development; social, emotional, personality, and perceptual-intellectual development; family, peer, and social influences in development; and sex differences and achievement behavior. (Offered every semester.) (3)

PSY 251 Psychology of Adulthood and Aging
Prerequisite: PSY 101 or PSY 123. Developmental processes of aging including family adjustment, marriage, single adults, menopause and climacteric, intellectual development, retirement, senescence, death, and dying. (Offered every odd-year fall semester.) (3)

PSY 323 Topics in Developmental Psychology
Prerequisites: PSY 249, PSY 250. This course focuses on selected topics in developmental psychology such as language, social, or cognitive development. An emphasis is placed on the application of psychological research and principles in practical settings. (Offered every odd-year spring, beginning spring 2001.) (3)

PSY 325 Learning and Cognitive Processes
Prerequisites: PSY 101, SS 231. Theories and research findings in classical and instrumental conditioning and information processing, including perception, memory, and thinking in humans and other animals. (Offered every spring semester.) (3)

PSY 328 Personality Theory and Dynamics
Prerequisite: PSY 101 or PSY 123. Major views of personality, including those of Freud, neo-Freudians (Adler, Jung, Erikson), and Maslow; behavioral and humanistics/existential approaches; implications for personal growth and therapy. Course includes a laboratory section. (Offered every fall semester.) (4)

PSY 329 Psychological Tests and Measures
Prerequisites: PSY 101, SS 231. Principles of psychological tests, including standardization, reliability, validity, and test construc-

tion; intelligence and personality tests; ethical and legislative issues. (Offered every odd-year spring semester.) (3)

PSY 333 Physiological Psychology
Prerequisites: PSY 101, SS 231. Anatomical and physiological bases of major psychological phenomena. Topics include: neuroanatomy, synaptic transmission, sensory physiology, emotion, sexual behavior, drugs and behavior, hunger and thirst, neural correlates of learning, and memory. (Offered every odd-year fall semester.) (3)

PSY 335 Psychology of Motivation
Prerequisites: PSY 101, SS 231. Theories and research findings relating to human and animal behavior: ethology, instinctual behavior, early experience, primary drive systems, curiosity, exploratory behavior, achievement and affiliation motives, and general theories of motivation. (Offered every odd-year spring semester.) (3)

PSY 336 Abnormal Psychology and Psychopathology
Prerequisite: PSY 328. Disordered behavior, major syndromes, theories of etiology, and approaches to treatment. (Offered every spring semester.) (3)

PSY 337 Organizational Psychology
Prerequisite: PSY 101. Psychological theory and data applied to behavior of individuals in organizations. Topics include individual attributions, expectancies, motivation and socialization; intra- and inter-group behavior; and organizational structure, process (communication, authority and influence, leadership and management, decision-making, and evaluation), and effectiveness. (Offered every odd-year fall semester.) (3)

PSY 350 Behavior Modification
Prerequisite: PSY 101 or PSY 123. Principles and techniques, as derived from research on conditioning, social learning, and cognition, for changing human behavior; applications in specific situations. (Offered every even-year fall semester.) (3)

PSY 355 Educational Psychology
Prerequisite: PSY 101 or PSY 123. The under-standing and application of psychological findings and principles relating to education. Examine the broad array of learning and behavior characteristics found in the diverse population of today's schools, including the similarities and differences between "normal" and "exceptional." Understanding the tenets of the primary theories of learning (behavioral, information processing, cognitive, and humanistic) and the application of those tenets to teaching school-aged children. The psychological aspects of learning environments and instructional organizational approaches are explored. Also listed as EDU 355. (Offered every semester.) (3)

PSY 360 Junior Research Seminar
Prerequisite: PSY 232. Examination of more advanced topics in research methods and associated statistical analysis. Topics will include experimental and quasi-experimental designs, analysis of covariance and non-parametric statistics and ethical issues in research with human subjects. Students will prepare a research proposal as a basis for their senior seminar project. (Offered every spring semester starting spring 2005.) (3)

PSY 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

PSY 426 Systems and Issues in Psychology
Prerequisite: PSY 101. Historical review of psychology with an emphasis on both great individuals and social forces. Historical antecedents of psychological theories, concepts, and methods; consideration of selected topics that illustrate or influence contempo-

rary development in psychological theory, research, or application. (Offered every even-year fall semester.) (3)

PSY 430 Clinical Intervention in Psychology
Prerequisites: PSY 328, PSY 336. An advanced undergraduate course that includes the assessment of dysfunctional and maladaptive behavior; the major approach as to psychological intervention; and theories of psychopathology, treatment planning, implementation, and evaluation. Course includes a practicum (lab) experience in a mental health or health care setting. (Offered every even-year spring semester.) (4)

PSY 440 Forensic Psychology
Prerequisites: PSY 101 and junior/senior status. Examines the application of psychological principles and research to legal issues. Topics include issues of clinical practice such as competency to stand trial and child custody evaluation as well as experimental issues in jury selection and eyewitness testimony. (Offered every odd-year spring semester starting spring 2005.) (3)

PSY 450 Senior Research Seminar
Prerequisite: PSY 360 and senior standing in psychology or consent of instructor. Student-initiated research projects include selection of research area, literature review, generation of hypotheses, operational definition of variables, data-gathering analysis, and presentation and discussion of results. (Offered every fall semester.) (3)

Religion

REL 103 Introduction to Religion
Meaning and value of religion in human life, major traditional and modern interpretations of religious experience, forms of religious life and thought in cross-cultural perspectives, implications of religion for the present and future, interdisciplinary approach. (Offered every semester.) (3)

REL 295 Introductory Topics in Religion
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within religion. Intended for freshmen and sophomores, or for students with little or no background in religion. The students may repeat the course, but not the topic. (Offered as needed) (1-3)

REL 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Social Sciences

SS 160 Lifework Planning
The identification and understanding of aspirations, values, skills, and characteristics important in the student's pursuit of personal goals and career interests. Consideration of the current and future world of work. Development of the skills and incentives necessary to plan and achieve life goals. (Offered as needed.) (1)

SS 231 Statistics for Social Science
Prerequisite: CMP 101. Descriptive and inferential statistics for the behavioral sciences; frequency distributions, measures of central tendency, variance, probability, hypothesis testing, and parametric tests (including analysis of variance); and an introduction to correlation and regression. (Offered every semester.) (3)

SS 291 Social Sciences Seminar
Prerequisite: consent of instructor.
Exploration from an interdisciplinary perspective or of a specific topic relevant to the social sciences through theory, fiction, and other sources of information. (Offered as needed.) (3)

SS 295 Introductory Topics in Social Sciences
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic within social sciences. Intended for freshmen and sophomores, or for students with little or no background in social sciences. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

SS 402 Seminar in Applied Social Science
Prerequisite: junior or senior standing in criminology/criminal justice major or sociology major. The utilization of social science theories and methods in criminology and other applied social research areas; analysis of case studies and application of research skills to prepare, present and defend relevant findings to a critical audience. (Offered every spring semester.) (3)

SS 491 Advanced Seminar in Social Sciences
Prerequisite: consent of instructor. An in-depth, intensive study from an interdisciplinary perspective of topics related to the social sciences. (Offered as needed.) (3)

SS 495 Advanced Topics in Social Sciences
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An advanced study of a specific topic within social sciences. Intended for juniors and seniors, or for students with an appropriate background in social sciences. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

Social Work

SWK 101 Introduction to Social Work
A foundation course that provides an overview of the social work profession examined through the scope of historical development, related theories, and understanding of current practice. The standards of the profession will be introduced to students, and beginning understanding of self and others through issues of diversity, beginning practice skills, and role plays. This course allows a realistic view of social work through the addition of guest lecturers from, and field trips to, a variety of social work settings and through an additional requirement for community work. (Offered every fall semester.) (3)

SWK 201 Social Welfare Policy and Service I
Prerequisite: SWK 101 or concurrent. Enrollment restricted to social work majors. Policy development process including: structure of the service delivery system; organizations and social inequities in service delivery and organizations, change strategies that promote social and economic justice; examination of history of social welfare in the United States; the ideology, values and policies that have influenced social programs and current programs, organizations, provisions, and issues; participation in lobbying on the National Association of Social Workers Legislative Day is required, as well as a grant-writing lab. (Offered every spring semester). (3)

SWK 209 Early Childhood Perspectives in Disabilities
Prerequisites: SWK 101 or concurrent. This field-based course is an analysis of issues and intervention strategies involved in the educational programming of infants and preschoolers with disabilities. Course content includes focus upon the historical perspectives of special education, the concepts of early intervention and child development; family-centered intervention practices including strength based assessments, interagency collaboration, and appropriate strategies for the service coordination/case management and instruction of exceptional students and

their families in early childhood environments. There will be a 15-hour field experience in this course. Specify current or proposed description, if appropriate. Also listed as *EDU 209*.

SWK 211 Generalist Social Work Practice I
Prerequisites: SWK 101 or concurrent, and approval from the instructor. Enrollment restricted to social work majors. Introduction to the social work profession; values, ethics, theories, concepts, and generalist practice methods. Foundational skills to include: counselor/client relationships, interviewing and assessment techniques, skills in communication and confidentiality, professional writing, social work documentation, and use of supervision. (Offered every fall semester.) (3)

SWK 220 Ethics and Diversity in Social Work
Prerequisite: SWK 101 or concurrent. This is a fundamental course for all social work students. It addresses the areas of diversity in which the Council for Social Work Education requires all social work students to have a working knowledge. These areas include, but are not limited to, issues of race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. It assists students in becoming aware of and sensitive to these issues, as well as building some beginning skill level with diverse populations. Important social work qualities, such as nonjudgmental attitudes, acceptance, and a client-centered approach, will be explored. The required standard for the profession and student, the National Association of Social Work Code of Ethics, will be introduced and worked with to further the student's ability to understand and use its structure. The class members apply their knowledge by exploring ethical dilemmas and their application with clients, themselves, and the practice of social work. (Offered every spring semester). (3)

SWK 221 Human Behavior and Social Environment I
Prerequisite: SWK 101. Content about human bio-psycho-social development through the life stages, including knowledge about social systems in which individuals live (families, groups, organizations, instructions, and communities). The application of systems to a social work perspective of human development; emphasis on life situations encountered by generalist social workers and the impact of factors such as oppression, discrimination, poverty, and sexism. (Offered every fall semester). (3)

SWK 250 Substance Abuse and Families
Substance abuse within family systems and society at large is a prevalent issue in social work practice. This course will provide an overview of the progression of substance abuse and how it has an impact on individuals, families, social institutions, and communities. Identification of substance abuse and dependency, basic counselor-client practice skills, and levels of social work intervention will be incorporated into the curriculum. The format will be interactive and experiential. (Offered every fall semester.) (3)

SWK 295 Introductory Topics in Social Work
Prerequisite : to be determined by the Division of Education and Social Work. An introductory study of a specific topic within social work. Intended for freshmen and sophomores, or for students with little or no background in social work. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

SWK 312 General Social Work Practice II
Prerequisite: SWK 211. Enrollment restricted to social work majors. Focus on the professional use of self through client and systems work. Skill emphasis will be in nonverbal behavior, use of various clinical assessment tools, awareness of and sensitivity to cultural and self-awareness. Students will integrate quantitative and qualitative research to generalist social work practice and further develop skills of critical thinking. (Offered every spring semester.) (3)

SWK 331 Youth Services Delivery Systems
Child welfare services and the juvenile justice system; the impact of such problems as abuse, juvenile delinquency, and emotional disturbance on children; and the child as a human being. (Offered every spring semester.) (3)

SWK 332 Group Processes
Formation, definition, and process of a group; group interactions using group exercises and observations, and beginning facilitator experience. Also listed as SOC 332. (Offered every spring semester.) (3)

SWK 334 Evaluation Strategies in Human Services
Prerequisite: junior standing. A course with flexible content to address current practical needs in human service fields. The course will develop and expand skills essential for understanding a variety of assessment tools in human service professions. It is designed to supplement competency areas as a bridge from theory to application. (Offered every fall semester.) (3)

SWK 351 Generalist Social Work Practice III
Prerequisites: junior or senior level standing in the social work program, SOC 201. SWK 351 is the junior/senior level practice course for social work majors. Its focus is on macro-level practice. Topic areas include family systems through general systems theory. Understanding of macro-level government, funding, and human service agency structures is emphasized. Theories and practice of community organizations, needs assessments, and the social worker's role in all of the above is discussed. (Offered every fall semester.) (3)

SWK 390 Junior Social Work Field Period
Prerequisite: admittance into major and written consent of a social work faculty member. Off-campus experiential education in varied community agency settings with exposure to direct practice, service roles, and diverse populations. (Offered every summer and January.) (3)

SWK 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

SWK 401 Social Welfare Policies and Services II
Prerequisites: SWK 201, SOC 301. An examination of selected laws, programs, benefits, and services that form the basis of social welfare policy in the U.S., and social welfare policy analysis and its application. The structure of service delivery systems, organizations, and social inequities in service delivery; and organizational change strategies that promote social and economic justice. An introduction to program development. (Offered every fall semester.) (3)

SWK 421 Human Behavior and Social Environment II
Pre- or corequisite: SWK 351. (Must be taken the fall semester prior to SWK 450.) Examination of the human condition from adolescence to old age (ages 12-82+). Students will learn to identify the "critical issues" at each developmental stage of life using biological, sociological, psychological, and spiritual assessment models. Generalist

issues which affect the entire span of the life cycle will also be addressed. This course heavily emphasizes the shift for students from theory to practice through extensive use of experiential activities which include doing actual assessments, developing a program for a topic of diversity, team-based activities, etc. (Offered every fall semester.) (3)

SWK 450 Senior Practicum and Seminar
Prerequisite: only those students who are candidates for the baccalaureate degree in social work may be admitted into the practicum and seminar. Block placement in social service agencies, including generalist work at an approved setting for a minimum of 32 hours a week and a semester research project. Students evaluate their own practice interventions using quantitative and qualitative methodologies. Students develop greater awareness of the professional use of self in practice settings. (Offered every spring semester.) (15)

SWK 490 Senior Social Work Field Period
Prerequisites: SWK 390 and written consent of a social work faculty member. Off-campus experiential education in varied community agency settings, with exposure to direct practice, service roles, and diverse populations. (Offered every summer and January.) (3)

SWK 495 Advanced Topics in Social Work
Prerequisite: to be determined by the Division of Education and Social Work. An advanced study of a special topic within social work. Intended for juniors or seniors, or for students with an appropriate background in social work. The student may repeat the course, but not the topic. (Offered as needed.) (3)

Sociology

SOC 101 Introduction to Sociology
The sociological perspective as applied to the contemporary world, and concepts and principles used to analyze social relationships and institutions. (Offered every semester.) (3)

SOC 202 Crime, Deviance, and Social Control
Prerequisite: SOC 101. Criminal and deviant behavior; interaction between society and delinquents, criminals, and deviants; social controls inside and outside correctional systems; and relevant theories in contemporary criminological research. Also listed as CRM 202. (Offered every spring semester.) (3)

SOC 222 Theories of Power and Inequality
Prerequisite: SOC 101. Hierarchical relations and power processes among people and groups in the economic, social and political spheres of life; principal theories explaining inequality, including gender and age inequality, as well as life chances, life styles, and political power. (Offered every even-year fall semester.) (3)

SOC 234 Juvenile Justice
Prerequisite: CRM 101. This course examines how juveniles are treated differently from adults in the course system. The course will cover the history of the juvenile justice system, how juveniles become involved in the juvenile justice system; the role of police, probation, DA, judges, schools and the community in the juvenile justice system. (Offered every spring semester.) (3)

SOC 295 Introductory Topics in Sociology
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic within sociology. Intended for freshmen and sophomores, or for students with little or

no background in sociology. The student may repeat the course, but not the topic. (Offered as needed.) (3)

SOC 301 Methods of Social Research
Prerequisite: SOC 101, SS 231. Basic qualitative and quantitative methods of empirical social research; techniques of design, hypothesis testing, collection, analysis, and interpretation of data. (Offered every spring semester.) (3)

SOC 302 Ethnic Diversity
Prerequisite: SOC 101. Interrelations of ethnic and racial groups to dominant groups or other minority groups; prejudice, stereotypes and discrimination; influence of group cultures and multiculturalism on intra-group cohesion and inter-group tensions, conflicts, and accommodations. (Offered every fall semester.) (3)

SOC 303 Victimology
Prerequisite: CRM 202. Identify the characteristics of crime victims. Examine the role of victims in the criminal justice system, including as reporters of crime, witnesses in investigations, grand juries and/or at trial, and persons whose statements are heard at sentencing and parole hearings. Understand the impact of crime on victims and their families/those close to them. Recognize how the recognition of victims affects theories or crime and research about crime. Correct myths about crime victims and victimization. Also listed as *CRM 303*. (Offered every other fall term.) (3)

SOC 311 Organized Crime
Prerequisite: SOC/CRM 202. Comparative study of local, regional, national and international crime groups and organizations as part of a criminal system that includes government officials, business leaders and police; provision of unlawful services in strong public demand and protection through corruption and intimidation. Also listed as *CRM 311*. (Offered every odd-year spring semester). (3)

SOC 312 Predatory Crime and Violence
Prerequisite: SOC/CRM 202. Analysis of such offenses as robbery, vandalism, arson, stalking, assaults, domestic violence, sex crimes, and homicides as committed by both occasional and career criminals. In-depth exploration of the range of theoretical explanations for such offenses. Also listed as *CRM 312*. (Offered every even-year spring semester.)

SOC 322 White Collar and Corporate Crime
Prerequisite: SOC/CRM 202. Offenses committed by the more privileged members of society in the course of their occupation, including crimes such as embezzlement committed by individuals for personal gain, and crimes for corporate gain that violate business law committed as part of regular business practice. (Offered every odd-year fall semester.) (3)

SOC 323 Juvenile Delinquency
Prerequisites: SOC 202. This course approaches juvenile delinquency as a unique kind of crime different from ordinary adult crime in etiology, motive, prevention, justice system, and treatment. Emphasis on research findings and synthesis of theoretical perspectives in analysis and explanation of delinquency. Also listed as CRM 323. (Offered every even-year fall semester.) (3)

SOC 332 Group Processes
Prerequisite: SOC 101 or SWK 211. Formation, definition, and process of a group, and group interactions using group exercises and experiences. Also listed as SWK 332. (Offered every spring semester.) (3)

SOC 343 Theories of Community and Association
Prerequisite: SOC 101. The structure and processes of various organizational types, including communities, corporate and governmental bureaucracies, public service organizations, and voluntary and involuntary organizations; theories of communication and leadership, decision making, intergroup relations and conflict, power politics and change. (Offered every odd-year fall semester.)

SOC 344 Sociology of the Family
Prerequisite: SOC 101. Structure, process and function of family systems, emphasizing historical development and change in such areas as economics, gender roles and socialization; types of families, including extended, nuclear, single parent, blended, binuclear, and gay and lesbian families, noting variation in family form and impact of social policies. (Offered every fall semester.) (3)

SOC 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

SOC 406 Theories of Collective Behavior and Social Movements
Prerequisites: SOC 101 and junior or senior standing. Conceptually distinct theoretical models in meso-sociology; emergence and development of such intermediate level behaviors as crowds, mobs, riots, strikes, including revolutions, protests, fads, fashions, rumors, panics, crazes, and organized social movements; modeling relations at the inter-group level of analysis. (Offered every even-year spring semester.) (3)

SOC 407 Micro Social Theory: Mind, Self and Society
Prerequisites: SOC 101 and junior or senior standing. Conceptually distinct theoretical models in micro-sociology; emergence and development of the self as a social product, and the effects of social interaction on individual thought and action; social psychological modeling of relationships at the inter-personal level of analysis. (Offered every odd-year spring semester.) (3)

SOC 495 Advanced Topics in Sociology
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An advanced study of a specific topic within sociology. Intended for juniors and seniors, or for students with an appropriate background in sociology. The student may repeat the course, but not the topic. (Offered as needed.) (3)

Spanish

SPA 101 Introduction to Spanish
An introductory course with emphasis on conversational skills. Basic structures, pronunciation, vocabulary, and use of audio materials. (Offered as needed.) (3)

SPA 102 Continuing Introduction to Spanish
Prerequisites: SPA 101 or one-to-two years of high school Spanish, with consent of instructor. Development of skills in understanding, speaking, reading, and writing. Culturally oriented readings and use of audio materials. (Offered every spring semester.) (3)

SPA 203 Spanish for Communication
Prerequisite: SPA 102 or two years of high school Spanish. Further development of basic concepts and systematic cultivation of conversational skills. Practice of grammatical structures as necessary. (Offered every fall semester.) (3)

SPA 208 Spanish for the Professions
Prerequisite: SPA 203 or three years of high school Spanish. Situational conversational vocabulary and written forms of communication oriented to achieving communicative proficiency in professional life. Alternatively focused to meet needs of business, health,

and social work professions. Emphasis on development of intercultural sensitivity. (Offered every spring.) (3)

SPA 304 Latin American Short Story
Prerequisite: SPA 203. Survey in Spanish of major Latin American short story writers, such as Borges, Rulfo, Garcia Marquez, and Quiroga, emphasizing contemporary contributions. (Offered every odd-year fall semester.) (3)

SPA 309 Spanish for Native Speakers
Prerequisite: Consent of instructor. Focus on grammatical structures, vocabulary, spelling and reading comprehension for bilingual students. (Offered every odd-year fall semester, as needed.) (3)

SPA 310 U.S. Latino Literature and Culture
Prerequisite: SPA 203 or equivalent. An exploration of works by the U.S. Latino community with emphasis on those by Puerto Ricans, Cubans, and Mexican-Americans. Focus on historical and social contexts as expressed in drama, poetry, prose, and film. (Offered every even-year spring semester.) (3)

SPA 311 Culture and Civilization of Latin America
Prerequisite: SPA 203 or three years of high school Spanish. A survey of the arts, history, and diverse regions of Latin America from pre-Columbian times to the present. (Offered every even-year fall semester.) (3)

SPA 312 Culture and Civilization of Spain
Prerequisite: SPA 203 or three years of high school Spanish. A survey of the arts, history, and diverse regions of Spain from the Middle Ages to the present. (Offered every odd-year spring semester.) (3)

SPA 295 Introductory Topics in Spanish
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within Spanish. Intended for freshmen and sophomores, or for students with little or no background in Spanish. The student may repeat the course, but not the topic. (Offered as needed.) (1-3)

SPA 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Sports Management

SPS 100 Introduction to Sports Management
Prerequisite: sophomore standing. This is an introductory course for students enrolled in the sports management program. Students will be taught the basic principles of administrative and management concepts associated with amateur/professional athletics and the fitness/recreation industry. Descriptions of career opportunities are provided to help the student design a course of study that best meets his/her career goals. Introduction to Sports Management is the prerequisite for all other sports management course offerings. (Offered every spring semester.) (3)

SPS 201 Sports Management I
Prerequisite: SPS 100. An overview of the sports management industry to include public relations and marketing, law and ethics, facility management, health and safety, and technology issues. Course content will be disseminated through a combination of lectures, guest speakers, readings and presentations. (Offered every fall semester.) (3)

SPS 301 Sports Management II
Prerequisite: SPS 201. An overview of the sports management industry to include strategic planning, finance, event management, facility design and specification, and person-

nel management. Course content will be disseminated through a combination of lectures, guest speakers, readings, and presentations. Emphasis is placed on written and communication skills for acquiring entry-level positions in sports management. (Offered every spring semester.) (3)

SPS 401 Senior Project
Prerequisite: senior standing. Selected independent study of design project with approval of departmental personnel. Students are able to apply classroom theory to practical experience. (Offered every spring semester.) (3)

Theatre and Drama

THR 101 Introduction to Theater and Drama
Overview of dramatic literature, theater history, and the many aspects of theater arts: acting, directing, design, and technical theater. Read plays, prepare scenes, and view live and filmed performances. (Offered annually.) (3)

THR 104 Theater Laboratory
Participation in a major stage production from rehearsal through performance as actor, designer, stage manager, carpenter, electrician, costumer, and publicist. May be repeated for credit. A maximum of six credit hours may be applied toward graduation. (Offered every semester.) (1)

THR 105 Reader's Theater
A study of the theories and principles of oral communication through the medium of interpretive reading and an understanding of professional readers' theater. (Offered as needed.) (3)

THR 221 Foundations of Acting
Introduction to the fundamentals of acting including techniques for developing self-awareness, relaxation, imagination, observation and concentration as well as the use of the voice and body in characterization development. Attendance at, as well as responses to, a number of stage productions scheduled during the term are required. (Offered every fall semester beginning fall 2003.) (3)

THR 231 Technical Direction
An introduction to the elements of theatrical design and basic skills in areas of construction, lighting techniques, drafting and stagecraft. (Offered every odd fall semester beginning fall 2003.) (3)

THR 243L Theatre Production Lab I
Students gain creative experience and acquire competence through active and sustained participation in various aspects of a theatrical production under faculty supervision. Students receive credit for work as: an assistant stage manager or as an assistant to the set, light, sound or costume designer, properties master, technical director or public relations/box office manager in either a studio or a major production. This course may be retaken for credit, with faculty approval, up to four times. (Offered every semester beginning spring 2004.) (1)

THR 263L Theatre Performance Lab 1
Students gain creative performance experience through active participation as performer in a designated role or as an assistant director in either a studio or a major production. This course may be retaken for credit, with faculty approval, up to two times. (Offered every semester beginning spring 2004.) (1)

THR 273-275 History of Theatre and Drama
A study of the evolution of theatre from the ancient world to the modern day. Major playwrights of each period are discussed as reflections of the changing physical theatre, as well as the social, political and artistic cur-

rents of each period. The emphasis is on the theatre of the West, although other non-western traditions may also be studied. Includes reading and analysis of plays in their social and theatrical contexts.

THR 273 History of Theatre and Drama I: Classical Period
(Offered even fall semester beginning fall 2004.) (3)

THR 274 History of Theatre and Drama II: Medieval to the 19th Century
(Offered odd spring semester beginning spring 2005.) (3)

THR 275 History of Theatre and Drama III: End of the 19th Century to the Present
(Offered spring 2004 and every odd fall semester beginning fall 2005.) (3)

THR 295 Introductory Topics in Theater
Prerequisite: to be determined by the Division of Humanities and Fine Arts. An introductory study of a specific topic within theater. Intended for freshmen and sophomores, or for students with little or no background in theater. The student may repeat the course, but not the topic. (Offered as needed.) (3)

THR 321 Advanced Acting
Prerequisite: THR 221. Further study of acting technique of the stage. Course work includes continued exercises, improvisations, and scene study moving the elements of acting toward specific ideas of performance, defining intentions and motivation for acting. Focus is on character analysis and scene study. Out-of-class assignments may include attendance at area stage productions. (Offered odd spring semester beginning spring 2005.) (3)

THR 331 Advanced Technical Direction
Prerequisite: THR 231. Advanced scenic, costume, lighting and sound design. Students develop design skills through a series of assignments as well as through class discussion, critique, and practical expertise. (Offered even spring semester beginning spring 2004.) (3)

THR 343L Theatre Production Lab II
Advanced participation in various aspects of a theatrical production under faculty supervision. Students build on experience gained during Theatre Production Lab I. During this lab, students receive credit for work as a stage manager or as a set, light, sound or costume designer, properties master, technical director or public relations/box office manager of a major production. This course may be retaken for credit, with faculty approval, up to four times. (Offered every semester beginning fall 2003.) (1)

THR 355 Script Analysis
The analysis of major theatrical genres and styles from the point of view of the theatre practitioner. The purpose of the course is to enable actors, directors, designers and critics to acquire the analytical tools necessary to decode dramatic text into a blueprint for production from their individual perspectives. The work ranges from traditional literary and structural analysis to acted excerpts, design renderings and production concepts. (Offered every even spring semester beginning spring 2004.) (3)

THR 361 Directing I
An examination of the basic skills and techniques involved in directing for performance including the reading and selection of scripts, casting, blocking and working with the actors and designers. Students will select a short script and direct it for presentation at the end of the semester. (Offered every even fall semester beginning fall 2004.) (3)

THR 364 Field Period: General Theater and Drama Field Period
Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting. (Offered every January and summer session.) (3)

THR 370 Junior Practicum or Summer Playhouse
Provides students with the opportunity to be involved in an off-campus theatrical experience. (Offered as needed.) (3)

THR 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

THR 461 Advanced Directing
Prerequisite: THR 361 and consent of the instructor. The study and practice of the directing process through examination of production styles and concepts, analysis and staging of dramatic texts, and discussion of performance theory. Each student is expected to direct a one-act play for public performance as the culmination of the semester's work. Extensive rehearsal time is required in addition to class meetings. (Offered odd spring semester beginning spring 2005.) (3)

THR 463L Theatre Performance Lab II
Students gain creative performance experience through active participation as performer in a designated role or as a director in a major production. This course may be retaken for credit, with faculty approval, up to three times. (Offered every semester beginning spring 2005.) (1)

THR 464 Field Period: Specialized Theater and Drama Field Period
Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting. (Offered every January and summer session.) (3)

THR 485 Senior Production Project
Prerequisite: Senior standing or permission of the instructor. As the capstone activity of the theater major, each student will complete a major piece of work in the area of his/her concentration such as acting, directing, design, technical production, stage management, playwriting, theater history, dramatic criticism, etc. This activity may take many forms, such as writing an original play (full-length) or collection of shorter plays; a thesis (research and writing in theater history, dramatic literature, or theory); research, rehearsal and presentation of an individual project in acting; research and preparation of an individual project/production in design or theater technology, culminating in an oral presentation and submission of appropriate design materials such as sketches, renderings, models, and examples of drafting; a collaborative production project involving several seniors (e.g. playwright, director, one or more designers). Students must apply for approval of their capstone project in advance, preferably by the end of their junior year. (Offered every semester beginning fall 2006.) (3-6)

2004-2005 Directory
Keuka College Board of Trustees

Larry Aiello Jr. (2001), President/CEO, Corning Cable Systems, Hickory, N.C.

Dr. Barbara Schaefer Allardice ’61 (2003), Owner and Director, Community Learning Development Center, Rochester, N.Y.

Eric Bishop ’06 (2004), Student Trustee, Jordan-Elbridge, N.Y.

Jerald D. Bidlack (1997), President, Griffin Automation, West Seneca, N.Y.

Dr. Susan O. Bolman (2003), Adjunct Psychology Instructor and Former Director of AWARE (Adults Who are Returning to Education), Norwalk Community-Technical College, Stamford, Conn.

Melissa Moore Brown (1992-2001, 2002), Director, Center for Evidence-Based Health Care Economics; Faculty, Wills Eye Hospital, Flourtown, Pa.

Rev. Elizabeth Conklin Bueschel ’65 (1996), Adjunct Faculty, Chicago Theological Seminary, Chicago, Ill.

Dr. Joseph G. Burke (1997), President, Keuka College, Keuka Park, N.Y.

Rev. William A. Carlsen (2002), Executive Minister, American Baptist Churches of New York, East Syracuse, N.Y.

Joyce Cohen ’67 (1997), Founder, Unconventional Wisdom, Huntington, Conn.

Marcia B. Dugan (1994-2003, 2004), Retired Director of Public Affairs, R.I.T./National Technical Institute for the Deaf, Penn Yan, N.Y.

Thomas J. Freeman (2000), President/CEO, First AIR, Horseheads, N.Y.

Luanne B. Graulich ’90 (2001), Retired School Occupational Therapist, Hammondsport, N.Y.

David L. Hunke (2002), President and Publisher, *Rochester Democrat and Chronicle*, Rochester, N.Y.

Christopher N. Iversen (1998), President, Iversen Construction Corp. and Chrisanntha Inc., Gorham, N.Y.

Kathie A. Keller ’78 (1988-1997, 1999), Treasurer, Keller Technology Corp., Buffalo, N.Y.

Penelope W. Kilburn (1997), Retired Vice President, Johnson and Higgins, Penn Yan, N.Y.

Dr. Betty Lou Koeffel ’74 (2004), Co-chief of Anesthesiology, Northwest Permanent Department of Anesthesiology, Portland, Ore.

Lynn Lannon ’69 (2000), President, The Lannon Group, San Francisco, Calif.

Amy Maziejka ’05 (2003), Student Trustee, Clifton Park, N.Y.

Katherene T. Meisch ’58 (1991-2000, 2001), Retired High School Chemistry teacher, Rushville, N.Y.

Mary Ann Moschner ’74 (2000), Lake Forest, Ill.

Constance Roeder Nicolo (2002), Former Faculty Member and Chair, Department of Fine Arts, Keuka College; Former Director, Sonnenberg Gardens, Canandaigua, N.Y.

Gene Pierce (2000), President/Partner, Glenora Wine Cellars, Dundee, N.Y.

Aqua Y. Porter (2003), Vice President, WM&SC North America Manufacturing Resource Team, Xerox Corp., Rochester, N.Y.

Chaplain (Major General) Lorraine K. Potter, ret. (2002), United States Air Force, Bolling Air Force Base, D.C.

Dr. Richard N. Rosett (1992), Chair, Board of Trustees; Dean Emeritus, Rochester Institute of Technology, Rochester, N.Y.

Walt Scott (1994-2003, 2004), Retired Executive, Eastman Kodak Co., Penn Yan, N.Y.

Robert D. Taisey (1989-1998, 1999), Attorney, Holland & Knight LLP, New York, N.Y.

Dr. Daniel Tessoni (2003), Assistant Professor, College of Business, Rochester Institute of Technology, Rochester, N.Y.

Dr. John E. Van de Wetering (2002), Retired President, State University of New York College at Brockport, Rochester, N.Y.

Susan Cornwell Van Wickle (2002), Owner, SCV Designs, Saratoga, Calif.

Audrey S. Wolcott (2000), Penn Yan, N.Y.

Esther A. Yoder '60 (1993), President/ Owner, Subway EAY Stores, Inc., Gainesville, Fla.

Trustees Emeriti

Wayne P. Ackart (1983-1994, 1995-2001), Branchport, N.Y.

Dr. Rev. James V. Davison (1983–1994), Utica, N.Y.

Dr. Alma H. Fewster (1964–1978), Rochester, N.Y.

Dr. Carl W. Fribolin (1988-1996, 1997-2003), Retired, Seedway Inc., Hall, N.Y.

Dr. Alfred O. Ginkel (1993-2002), Canandaigua N.Y.

Dr. Theodore W. Griesinger, (1983–1994), Vero Beach, Fla.

Calvin J. Haller (1973–1984), Tonawanda, N.Y.

George W. Hamlin IV (1986-1995, 1996-1999), Canandaigua, N.Y.

Dr. Mabel G. Harkness (1971–1980), Geneva, N.Y.

Dr. Janet Holmgren Harrington '42 (1966–1981), Acton, Mass.

The Honorable Norman E. Joslin (1967–1987), Buffalo, N.Y.

Dr. Arthur P. Keller, Jr. (1977–1986), Williamsville, N.Y.

Louise H. Klinke (1982–1991), Rochester, N.Y.

Stuart Komer (1993-2002), Palm Beach, Fla.

Barbara E. Miller '56 (1984–1987, 1988–1993), Gales Ferry, Conn.

Rev. James C. Miller (1988-97, 1998-2001), Providence, R.I.

Dr. Florence M. Muller (1976-1978; 1991-2000), Pittsford, N.Y.

Dr. J. Stanley Parkin (1964–1977), Cutchogue, N.Y.

Elsie Hughes Pond '25 (1944–1978), Penn Yan, N.Y.

Barbara V. Smith (1987-1996, 1997-2003), Durham, N.C.

Dr. J. Michael Smith (1977–1992), Rochester, N.Y.

Dr. Eric J. Stettner (1966–1978), Rochester, N.Y.

Dr. Donald L. Stork (1977–1992), Penn Yan, N.Y.

Frank P. Strong Jr. (1987-2002), Fairport, N.Y.

Dr. Wayne W. Wagner (1981-1997), Penn Yan, N.Y.

Dr. Robert A. Winters (1978–1987), Hightstown, N.J.

Helen C. Zelnick '51 (1989–1995), Troy, Ohio

FACULTY

Faculty Emeriti

Margery Africa - Physical Education (1960-1980); B.A., M.Ed., Pennsylvania State University

Philip Africa - History (1962-1983); B.A., Allegheny College; Ph.D., University of Rochester

Thelma V. Flynn - Sociology (1964-1987); B.A., Keuka College; M.A., University of Rochester

Colleen M. Gorman - Chemistry (1952-1990); B.S., Limestone College; M.S., Ohio University

Dorothy C. Manning - Librarian (1969-1990); B.A., Keuka College; M.L.S., SUNY College at Geneseo

Dennis K. Murphy - Education (1972-1998); B.A., St. John Fisher College; M.A., Ed.D., University of Rochester

Denis C. Pahl - Education (1973-1996); B.S.S., St. Mary's College; M.A., Loyola University; Ph.D., University of Wisconsin

Dorothy B. Prest - Biology (1968-1984); B.S., Massachusetts State College; M.A., Boston University; Ph.D., University of Arizona

Ralph W. Seager - English (1960-1976); Litt.D., Keuka College

Roy E. Shortt - Mathematics (1965-1999); B.S., Syracuse University; M.A.. University of Washington

Walter S. Stephens - Philosophy and Religion (1963-1999); B.A., William Jewell College; B.D., Andover Newton Theological School; M.A., Ph.D., University of Chicago

Edgar E. Webber - Biology (1967-1997); B.S., University of Massachusetts; M.S., Cornell University; Ph.D., University of Massachusetts

William T. Wolff - Psychology (1980-2000); B.A., Lawrence University; Ph.D., Indiana University

Shirley Zurchauer - Professor of Occupational Therapy (1985-2002); B.S., Milwaukee-Downer College; M.S.W., George Williams College

Professors

Drew J. Arnold - Professor of Psychology (1980); B.A., Hanover College; M.A.T., University of Louisville; M.A., Ph.D., George Peabody College

Gary Bonvillian - Professor of Management and Provost and Vice President for Academic Affairs(2001); B.S., M.S., Rochester Institute of Technology; Ph.D., SUNY Buffalo

Joseph G. Burke - Professor of Political Science and President (1997); B.S., U.S. Air Force Academy; M.A., Tufts University; M.A., Ph.D., University of Denver

Thomas X. Carroll - Professor of Chemistry (1982); B.S., Hobart College; M.S., Ph.D., Yale University

Michaela A. Cosgrove - Professor of Spanish (1980); B.A., M.A., SUNY Albany

Robert Darling - Professor of English (1988); B.A., Elmira College; M.A., Syracuse University; Ph.D., University of Rhode Island

Joanne Desotelle - Professor of English (1990); B.A., M.A., Moorhead State University; Ph.D., University of North Dakota

Sander A. Diamond - Professor of History (1968); B.A., SUNY New Paltz; M.A., Ph.D., SUNY Binghamton

Marianne R. Jahnke - Professor of Biology (1990); B.S., Western Illinois University; Ph.D., SUNY at Stony Brook

Jeffrey P. Krans - Professor of Political Science and Economics (1975); B.A., University of Akron; M.A., Ph.D., Miami University

Joan E. Magnusen - Professor of Biology (1982); B.A., St. Andrews Presbyterian College; M.S., Ph.D., University of Maryland

*John P. Piczak - Professor of Political Science (1971); B.S., SUNY College at Geneseo; Ph.D., SUNY at Albany

Douglas W. Richards - Professor of English (1987); A.B., Hamilton College; M.A.T., Colgate University; A.M., Ph.D., University of Rochester

Michael A. Rogoff - Professor of Psychology (1971); B.A., Hofstra University; M.A., Ph.D., Cornell University

Linda R. Rossi - Professor of Nursing (1997); B.S., M.S., Syracuse University; Ed.D., Columbia University

Mary P. Schleiermacher - Professor of Physical Education (1970); B.S., M.S., SUNY Cortland

Peter Talty - Professor of Occupational Therapy (1991); B.S., M.S., SUNY at Buffalo

*Herbert J. Ulrich Jr. - Professor of Sociology and Criminology (1976); B.A., M.A., SUNY at Buffalo; Ph.D., University of Leiden (Netherlands)

James E. White - Professor of Biology (1962); A.B., Dartmouth College; Ph.D., Rutgers University

Kay Wiggins - Professor of Nursing (2004); B.S., Texas Christian University; M.A., New York University; Ph.D., Syracuse University

Associate Professors

Catherine A. Abbott - Associate Professor of Mathematics (2001); B.S., University of Texas at Tyler; M.A., North Texas State University; Ph.D., University of North Texas

Carmela M. Battaglia - Associate Professor of Occupational Therapy (2004); B.S., M.S., SUNY Buffalo; Ph.D., University of Pittsburgh

Andrew Beigel - Associate Professor of Education (2002); B.A., M.S., SUNY Potsdam; Ph.D., Pennsylvania State University

**Dexter Benedict - Associate Professor of Art (1992); B.A., Ottawa University; M.F.A., University of North Carolina at Greensboro

Anita Chirco - Associate Professor of Communication Studies (1991); B.A., St. John Fisher College; M.P.S., Cornell University; Ph.D., Syracuse University

Deborah Coover - Associate Professor and Director of the Lightner Library (1999); B.A., Keuka College; M.L.S., SUNY College at Geneseo

Thomas K. Dickinson - Associate Professor of Biology (1995); B.S., Syracuse University; M.S., Barry University; Ph.D., Pennsylvania State University

Jorge Grimes - Associate Professor of Nursing (2004); B.S.N.E., Wilkes University; M.S.N., University of Pennsylvania; Ed.D., SUNY Buffalo

Steve Hallam - Associate Professor of Psychology (1991); B.A., SUNY College at New Paltz; M.A., Ph.D., SUNY at Binghamton

Katherine Klingensmith - Associate Professor of Biology (1997); B.A., Alfred University; M.S., Ph.D., University of Alaska

Keith LaSota - Associate Professor of Business (2004); B.A., St. Bonaventure University; M.A., Northeastern University

**Betsy Hicks McDonald - Associate Professor of American Sign Language (2000); B.A., SUNY College at Geneseo; M.A., Ph.D., SUNY at Buffalo

Michael C. McKenzie - Associate Professor of Philosophy and Religion (1999); B.A., Central Washington University; M.A., Simon Greenleaf School of Law; M.A.R., Westminster Theological Seminary; M.A., Ph.D., University of Southern California

Patricia A. Pulver - Associate Dean for Academic Programs, Associate Professor of Education (1996); B.S., SUNY College at Fredonia; M.S., Nazareth College of Rochester; Ed.D., SUNY at Buffalo

Gail M. Roberts - Associate Professor of Social Work (1996); B.A., SUNY Oneonta; M.S.W., Adelphi University

David Romm - Associate Professor of Management (1991); B.S., Princeton University; M.P.S., Cornell University

James Schwartz - Associate Professor of Education (2003); B.S., Houghton College, M.S., SUNY Geneseo; Ph.D., SUNY Buffalo

Warren Skye - Associate Professor of Social Work (2004); B.S., Rochester Institute of Technology; M.S.W., Ph.D., SUNY Buffalo

Gary M. Smith - Associate Professor of Management, Associate Dean - Center for Professional Studies and International Programs (1994); B.S., Roberts Wesleyan College; M.B.A., SUNY Buffalo

Victoria L. Smith - Associate Professor of Occupational Therapy (2002); B.S., Washington University; M.B.A., Gannon University; Ed.D., University of Tennessee

Regi L. Teasley - Associate Professor of Criminology/Criminal Justice and Sociology (2000); B.A., Idaho State University; M.A., Ph.D., Michigan State University

Thomas M. Tremer - Associate Professor of Sociology, Criminology, and Criminal Justice (2002); B.A., SUNY College at Oneonta; M.A., Fordham University; Ph.D., Indiana University of Pennsylvania

Kay Viggiani - Associate Professor of Nursing (1988); B.S., Alfred University; M.S., Syracuse University

Jean Wannall - Associate Professor of Occupational Therapy and Fieldwork Coordinator (1997); B.S., Medical College of Virginia; M.S., Virginia Commonwealth University

Sally C. Wedge - Associate Professor of Education (1974); B.A., M.Ed., University of Rochester

Anne K. Weed - Associate Professor of English (1997); B.A., Goucher College; M.A., Ph.D., University of Rochester

Dorothy M. Wilkins - Associate Professor of American Sign Language (2000); B.S., SUNY Brockport; M.S., Western Maryland College

Grace Wlasowicz - Associate Professor of Nursing (2004); B.N., M.S., Syracuse University; Ph.D., University of Rochester

Assistant Professors

Diane M. Burke - Assistant Professor of Education (1998); B.A., Elmhurst College; M.Ed., College of William and Mary; Ph.D., University of Colorado

Gary Corson - Visiting Assistant Professor of Organic Chemistry (2004); B.S., California State Polytechnic University of Pomona; Ph.D., Texas Tech University

Stephanie Craig - Assistant Professor of Social Work (2003); B.A., Nazareth College; M.S.W., University of Buffalo

Anne Marie Guthrie - Assistant Professor of Education (2001); B.A., Ed.M., University of Buffalo; Ed.D., The University of Memphis

Amanda Harris - Assistant Professor of English (1999); B.A., Keuka College; M.S. Ithaca College

Hilda Mannato - Assistant Professor and Reference Technical Services Librarian (1996); B.A., SUNY Geneseo; M.L.S., SUNY Buffalo

**Linda Park - Assistant Professor and Reference Librarian (2003); M.L.S., J.D., University of Buffalo

Timothy W. Sellers - Assistant Professor of Biology (2002); B.A., University of Colorado; M.S., University of Louisville; Ph.D., University of Louisville

Cynthia Shepardson - Assistant Professor of Education (2003); B.S., SUNY Brockport; M.S., SUNY Buffalo; CAS: SAS/SDA, SUNY Brockport; Ed.D., University of Sarasota

Neil Siebenhar - Assistant Professor of Business and Management (2003); B.S., M.B.A., Ohio State University

Jose R. Torre - Assistant Professor of History (2002); B.A., York University; M.A., University of Toronto; Ph.D., SUNY Binghamton

Sheila Marie Trzcinka - Assistant Professor of Education (2004); B.A., Boston University; M.Ed., Suffolk University; M.S., Purdue University; Ph.D., SUNY Buffalo

Ann M. Tuttle - Assistant Professor of Management (1998); B.S., SUNY Buffalo; M.B.A., Syracuse University

Sharon Tyler - Assistant Professor and Reference Librarian (2001); B.S., SUNY Brockport; M.L.S., SUNY Buffalo

**Mark Wenderlich - Assistant Professor of Theatre (1990); B.A., SUNY Potsdam; M.A., University of Iowa; M.F.A., Syracuse University

Instructors

**Jane Bonacci - Visiting Instructor of Education (2004); B.S., M.S., SUNY Brockport

Carole K. Lillis - Instructor of English (1995); B.A., Cleveland State University; M.A., University of Rochester

**Heidi Tribunella - Instructor of Business (2004); B.S., SUNY Geneseo; M.S.A., SUNY Institute of Technology

Administration

Joaquin Aymerich - Director of Protective Services (2002)

Jennifer Bates - Director of Financial Aid (1993); B.S., Keuka College

James W. Blackburn - Vice President for Student Development and Dean of Students (2003); B.S., University of Virginia, M.Ed., University of Florida; Ed.D., University of Virginia

Gary Bonvillian - Provost and Vice President for Academic Affairs, Professor of Management (2001); B.S., M.S., Rochester Institute of Technology; Ph.D., SUNY Buffalo

Jeffrey Bray - Assistant Director of Athletics and Head Athletic Trainer (1992); B.S., Kansas State University; M.A., Boise State University

Joseph G. Burke - President (1997); B.S., U.S. Air Force Academy; M.A., Tufts University; M.A., Ph.D., University of Denver

Maryanne Cameron - Transfer Coordinator/ Admissions Counselor (2003); B.A., Binghamton University

Deborah Coover - Director of the Lightner Library and Associate Professor (1999); B.A., Keuka College; M.L.S., SUNY College at Geneseo

Tanya Cornell-Kestler - Staff Writer/ Designer (2003); B.A., Keuka College

Catherine R. Crovetti - Associate Director of Community Programs and Regional Events (2000); B.A., Lackawanna College

Francis C. Crovetti - Associate Vice President for Development (1999); B.S., Drexel University

Kimberly Curran - Bursar (1998)

Sally A. Daggett - Associate Director of Experiential Programs (1985); B.S., Keuka College

Barbara Demjanec - Laboratory Coordinator (2000); B.S., Montana State University; M.S., University of Illinois

Joanne Desotelle - Director of Academic Support Program (1990); B.A., M.A., Moorhead State University; Ph.D., University of North Dakota

Jack Farrell - Director of Enrollment - Center for Professional Studies and International Programs (2004); B.S., Rochester Institute of Technology; M.A., University of Phoenix

Audrey Faulkner - Purchasing Agent

Linda M. Fleischman - Registrar (1986); B.A., Keuka College

Robert Friske - Head Men's Soccer Coach (2003); B.S., SUNY Plattsburgh; M.S., SUNY Brockport

Linda D. Fox - Director, TeamWorks! The Birkett Mills/Keuka College Challenge Experience (1987); B.A., Keuka College

Michael Gower - Admissions Counselor (2003); B.A., Keuka College

Sue Groom - Manager of Advancement Systems and Records (1996); B.A., SUNY Geneseo

Anne Marie Guthrie - Assistant Dean for Experiential Programs (2001); B.A., Ed.M., University of Buffalo; Ed.D., University of Memphis

Lori Haines - Assistant to the President (1987)

Kristin Harter - Admissions Counselor (2004); B.A., Keuka College

Paul Hemingway - Director of Marketing (2001); B.A., University of New Hampshire; M.S., University of Massachusetts

Joyce Herbert - Assistant Director of Development (2001)

Jerry Hiller - Vice President of Finance and Administration (2003); B.A., SUNY Buffalo; M.P.A., SUNY Albany

Jeanne Hotaling - Personnel Coordinator (1999)

Debra Jensen - Payroll Manager/Staff Accountant (1999)

Will Kelly - PC Technician (2004)

Anne Killen - Director of Administration and Student Services - Center for Professional Studies and International Programs (2001); B.S., Keuka College

Dawn M. Langdon - Assistant Director of Financial Aid (2002); B.S., SUNY Cortland; M.S., Alfred University

Kathryn Larrabee - Director of Grants Administration (2000); B.S.J., Northwestern University; M.F.A., University of Michigan

Carole Lillis - Coordinator of the Writing and Tutorial Center (1998); B.A., Cleveland State University; M.A., University of Rochester

Douglas S. Lippincott - Director of Communications (1999); B.A., SUNY Cortland

Monica Maddox - Student Services Coordinator - Center for Professional Studies and International Programs (1998); B.S., Keuka College

Hilda Mannato - Reference Technical Services Librarian, Assistant Professor (1996); B.A., SUNY Geneseo; M.L.S., SUNY Buffalo

Sandy Marino - Office Manager, Admissions (1984)

Carolanne Marquis - Executive Vice President (1998); B.A., North Park College; M.A., University of Minnesota

Tracy B. McFarland - Associate Dean of Students (2002); B.A., SUNY Geneseo; M.S., SUNY Buffalo

J. Kirkland Meritt - Coordinator of Budget and Institutional Analysis (1999); B.S., Lehigh University; M.B.A., Rochester Institute of Technology

Bradley Miller - Administrative Database Programmer (2004)

Timothy Moody - Head Women's Soccer Coach (2003); B.S., Brunel University College

Holly Moran - ITS Help Desk/Customer Service Representative (2003)

Claudine Ninestine - Director of Admissions (1998); B.S., St. John Fisher College

Jason V. Paige - Head Men's Lacrosse Coach (1999); B.A., Washington College

Mark Palmieri - Institutional Research Analyst (2001); B.S., SUNY Brockport

Gretchen Parsells - Manager of Communications (2001); B.S., Radford University

Kelly Peloquin - Assistant Registrar (1999)

Patricia A. Pulver - Associate Dean for Academic Programs, Associate Professor of Education (1996); B.S., SUNY College at Fredonia; M.S., Nazareth College; Ed.D., SUNY at Buffalo

Martha Rich - Director of Health Services (2000); B.S.N., M.S.N., University of Rochester

Jennifer Robinson - Coordinator of Special Services (1997); B.S., Ohio University; M.S.Ed., Clemson University

Michelle Sabo - Admissions Counselor (2004); B.A., Keuka College

Janice Scheutzow - Financial Aid Counselor (2004); B.S., Ithaca College

Thomas Shepard - ASAP Enrollment Coordinator - Center for Professional Studies and International Programs (2001); B.S., Rochester Institute of Technology

Gary M. Smith - Associate Professor of Management, Associate Dean - Center for Professional Studies and International Programs (1994); B.S., Roberts Wesleyan College; M.B.A., SUNY Buffalo

Christen Smith - Assistant Director of Communications - Publications (1997); B.A., St. John Fisher College

Jeffrey D. Snow - Website Coordinator, Lecturer in Computer Applications (1999); B.S., Embry-Riddle Aeronautical University; M.S.Ed., SUNY Oswego

David M. Sweet - Director of Athletics; Head Coach, Women's Basketball and Women's Volleyball (1984); B.A., Cleary College; M.A., Eastern Michigan University

Carrie A. Tette - Administrative Assistant of Financial Aid (1999)

Gerald Thompson - Admissions Counselor (2003); B.A., Keuka College

Max Tobias - Telecom Manager (1998)

Vickie Tobias - Database Administrator (2000)

Bradley Turner - Acting Chief Information Officer; Director, IT Services (1997)

Katharine Waye - Director of Alumni and Family Relations (1997); B.A., M.A., Washington College

Claudia Welbourne - Director of Counseling Services (1990); B.A., Wright State University; M.A., University of Chicago

Nancy Wightman - Assistant Director of Athletics; Aquatics Director; Head Coach, Synchronized Swimming (1996); B.A., University of California, Riverside; M.A., Claremont Graduate School

George Wunder IV - Head Men's Basketball and Golf Coach (2000); B.A., University of Rochester; M.B.A., University of California, Irvine

Administrator Emeritus

Ralph S. Wilkes - Treasurer and Business Manager (1954-1974); B.S., Cornell University; M.S., Syracuse University

Learning for Life

For Keukonians, learning does not end when the diploma is in hand and the tassel is turned. Critical thinking, professional achievement, and adaptability distinguish the Keuka graduate. Alumni often credit their success to the knowledge, experience, and flexibility they acquired at Keuka.

The Keuka College Alumni Association includes nearly 7,500 graduates and former students. The Association encourages close and supportive relationships among alumni and promotes the mission of the College. Through Association activities, alumni continue their education and make professional contacts.

2004-2005 Alumni Association Executive Council

President
2003-2005
Patricia Condlin Middlebrook '65

Vice President, Finance
2003-2005
Ellen Edwards Mushinski '68

Vice President, Personnel
2004-2006
Nancy Riker '69

Vice President, Programs
2004-2006
Catherine Flynn '84

Vice President, Communications
2003-2005
Tracy Swem Morgan '98

Secretary
2004-2006
Ruth Palmiter Spencer '55

Alumni Trustee
2002- 2005
Susan Cornwell Van Wickle '67

Alumni Trustee
2003-2006
Barbara Schaefer Allardice '61

Alumni Trustee
2004-2007
BettyLou Koffel '74

Class Representatives:
Up to and including 1950
Nydia Ananenko Kuck '41
Claire Handte Tuttle '47

1951-1956
Ann Nevin Chu '51
Jean Herendeen Kosow '55

1957-1962
Mary Hoyt Cassidy '61
Dorothy Hunter Pappas '58

1963-1968
Catherine Howell Kress '64
Cheryl Haynes Turner '63

1969-1974
Diana Whitcomb Schnettler '72
Sondra Stevens '72

1975-1980
Susan Rand '80
Colleen Colbert Saxton '78

1981-1986
Jeanne Ferlow Bronner '84
Pattie Letourneau Henderson '84

1987-1992
Tamie Reabold Miller '87
Cynthia Shannon-Weickert '87

1993-1998
James Crowley '93
Hans Stelmach '94

1999-2004
Marcie Bovee '02
Julie Vanstrom '01

2004-2005 Family Association Board Members

Co-chairs
David and Nancy Latacki

Vice chair
Karen Noonan

Telephone Directory

Students needing further information about College offices, services, policies and procedures, and Title IV information are encouraged to seek the assistance of Keuka staff, faculty, and administrators. Below is a selected, representative list of offices and contact persons, by title, for each of the College's major administrative units. The College's main number is (315) 279-5000.

Division	Contact	Telephone
ACADEMIC AFFAIRS		
Academic Advising	Office of Academic Affairs	279-5202
Academic Programs	Provost and Vice President for Academic Affairs	279-5202
Academic Regulations	Office of Academic Affairs	279-5202
Academic Records	Registrar	279-5204
Academic Support Programs	Director	279-5636
Experiential Education	Assistant Dean	279-5412
Library	Director	279-5208
STUDENT AFFAIRS		
General Policies	Dean of Students	279-5215
Judicial	Associate Dean	279-5215
Housing	Assistant Dean	279-5655
Student Activities	Director	279-5264
Athletics	Director	279-5682/5681
Counseling, Health Services	Director	279-5368
Campus Ministry	Chaplain	279-5378
Multicultural and International Students	Assistant Dean	279-5655
ADMISSIONS/FINANCIAL AID		
Admissions	Executive Vice President	279-5254
Admissions	Director	279-5254
Financial Aid	Director	279-5232
BUSINESS OFFICE		
General Accounting Policies	Controller	279-5252
Student Billing	Bursar	279-5237
Accounts Payable		279-5245
Cashier		279-5205
Payroll		279-5253
COLLEGE ADVANCEMENT		
General Information	Associate Vice President	279-5262
Communications	Director	279-5231
Alumni and Parent Relations	Director	279-5238
Development	Director	279-5262

For further assistance on where best to address specific questions or concerns, students should contact either the academic affairs or student affairs offices.

Index

A

Academic advising 46
Academic appeal 57
Academic calendar ii
Academic dishonesty 59
Academic divisions 65
Academic program 45
Academic reinstatement 57
Academic standing policy 55
Academic support program 35
Academic support services 54
Academic warnings 56
Accounting 76, 78
Accreditation 5
Administration 195
Admissions 6
Adolescent Education 89
Adult students 10
Advanced placement (A.P.) credit 11
Advising, academic 46
Albany Semester Program 51
Alumni Association 199
American Sign Language 100
Appeal process 34, 57
Application process 17
Applied computer applications 99
Art 101
Athletics 39
Attendance 59
Automobiles 42

B

Basic and Applied Social Sciences, Division of 67
Biochemistry 108
Biology 107
Business and Management, Division of 75
Board of Trustees 189

C

Calendar, academic ii
Campus 4
Campus ministry 39
Campus visits 10
Career services 62
Chaplain 39
Clinical Science 111
College Consortium of the Finger Lakes . . .52
College, The 2
Commencement 53
Community service 62
Core curriculum 63
Core values 1
Costs 12
Counseling services 37
Course descriptions 123
- Accounting 123
- American Sign Language 125
- Art 127
- Biology 129
- Business 132
- Chemistry 133
- Communication 135
- Computer Applications 136
- Criminology and Criminal Justice 138
- Dance 140
- Developmental Disabilities 140
- Economics 141
- Education 141
- English 147
- Environmental Science 151
- Field Period 152
- Finance 152
- Food, Hotel, Resort Management .153
- French 153
- Geography 154
- Gerontology 154
- History 156
- Human Resources Management . .157
- Integrative Studies 158
- Management 158
- Marketing 159
- Mathematics 161
- Music 163
- Nursing 163

Occupational Studies 167
Occupational Therapy-Graduate . .170
Philosophy 171
Physical Education 171
Physics 173
Political Science 173
Psychology 175
Religion 178
Social Sciences 178
Social Work 179
Sociology 182
Spanish 184
Sports Management 185
Theatre and Drama 186
Course load 48
Credit 49
Credit by examination 11, 49
Criminology and Criminal Justice 72

D

Dance 106
Deadline statement 14
Dean's list 53
Degrees with distinction 53
Deposits 13
Developmental education 35
Disabilities 35
Dishonesty 59
Drama 104

E

Early Childhood/Special Education 82
Education 81
Education and Social Work,
Division of 81
English 95
Entrepreneurship 77
Environmental Science 109
Evaluation process 57
Exceptions to academic policies 60
Experiential Education 1, 61

F

Faculty 191
Family Association 199
Federal programs 18
Fees 12
Field Period 61
Financial assistance 16, 18
Fine Arts 101
Food, Hotel, and Resort 77
Foreign study 51
Freshman year program 37

G

Gerontology 114
Grades 47
Graduate outcomes 2
Graduation requirements 47
Grants and scholarships 18
Group Field Period 61
Guiding principles 1

H

History, College 3
Honors 52
Human Resources Management 74
Humanities and Fine Arts, Division of 91

I

Independent study 50
Individualized instruction 50
Interdisciplinary studies 46
International student admissions 11
International students 35

K

Keuka College Programs 23

L

Languages 100
Leave of absence 58
Liberal learning 1
Loans 18

M

Major fields of study 45
Major financial assistance sources 18
Management, Division of Business and 75
Marketing 77, 79
Mathematics 110
Medical Technology 110
Minimum enrollment 48
Minor fields of study 46
Miscellaneous fees 13
Mission 1
Monthly payment plans 15
Multicultural students 35
Music 106

N

Natural Sciences, Mathematics, and Physical Education, Division of 107
New Student Orientation 37
New York state programs 20
Non-matriculated students 50
Nursing, Division of 113

O

Occupational Therapy, Division of 117
Off–campus study 51
Organizational Communication 98
Organizational Management 80

P

Payment schedule 14
Philosophy and Religion 102
Physical Education 107
Political Science and History 67
Pre-Law 65
Pre–Medicine 107
Prior Experiential Learning 60
Professional education 1
Psychology 68

Q

Quality points 45

R

Readmission of former students 10
Refund calculation 16
Refund policy 15
Registration 48
Reinstatement 57
Release of academic records 59
Religion 102
Religious holidays 50
Repeating a course 50
Residence life 34
Resumption of study 58
Retention of students 60
Rochester Area Colleges Consortium (RAC) 52
Room and Board 12

S

Safety 42
Scholarships and prizes (named/endowed) . .27
Security 42
Selection process 6
Services for students with disabilities 35
Social Studies 7-12 . . . . . .68, 89
Social Work program 90
Sociology 70
Spanish 101
Special Education 82
Sports Management 78
Student activities fee 13
Student complaint and appeal process 34
Student employment 62
Student ethics 33
Student government 40
Student Health Center 38
Student life 33
Student organizations and activities 40
Student records 59
Student retention 60
Student teaching 89
Study abroad 51
Summer study 51
Suspension and financial aid 58

T

TeamWorks! The Birkett Mills/Keuka College Challenge Experience 63
Telephone Directory 200
Theatre and Drama 104
Traditions 33
Transfer admission 6
Transfer articulation agreements 49
Transfer credits 49
Tuition 12

U

Unified Elementary/Special Education 85

V

Visual and verbal art 101

W

Washington Semester Program 51

This catalog contains current information on policies, procedures, degree requirements, fees, courses, and programs at Keuka College. Nothing in this catalog should be considered as setting forth the terms of a contract between a student or prospective student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Keuka College is an equal opportunity institution, adheres to the guidelines of Title IX, and does not discriminate on the basis of race, color, sex, sexual orientation, creed, religion, age as defined by law, national or ethnic origin, or disability in the administration of its educational and admission policies, scholarship and loan programs, athletics, and other college-administered activities. The College abides by the provisions of the Family Educational Rights and Privacy Act of 1974. Inquiries concerning the application of the above guidelines to Keuka College may be referred to the Human Resources Coordinator (279-5247), Keuka College, Keuka Park, New York 14478.