The Keuka College Record

Effective July 1, 2012



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 2012-2013 (Tuition) 13
Financial Assistance 17
Federal Programs 18
New York State Programs 21
Keuka College Programs 24
Student Life 34
The Academic Program 43
Experiential Learning 60
General Education Curriculum 63
Academic Divisions 68
- Basic and Applied Social Sciences 69
- Business and Management 77
- Education 85
- Humanities and Fine Arts 99
- Natural Sciences, Mathematics, and Physical Education 114
- Nursing 120
- Occupational Therapy 122
- Social Work 127
- Course Descriptions 130

Directory 220
- Trustees 220
- Faculty 222
- Administration 228
- 2012-2013 Alumni Association Executive Council 233
- 2012-2013 Family Association Board Members 233

Telephone Directory 234
Index 235

Majors

Accounting	81	Marketing	82
American Sign Language	105	Mathematics	118
American Sign Language-English Interpreting	106	Medical Technology	117
Biochemistry	116	Nursing	120
Biology	115	Occupational Science	125
Clinical Science (Pre-Chiropractic)	119	Organizational Communication	103
Criminology and Criminal Justice	75	Political Science and History	69
Education	85	Psychology	71
Educational Studies	96	Social Work	127
English	100	Sociology	73
Environmental Science	116	Theatre and Drama	111
Management	78	Visual and Verbal Art	109

Academic Calendar*

2012

July 2	Summer Sessions Begin
Aug. 3	Summer Sessions End
Aug. 27	Fall Semester Classes Begin
Sept. 7	Last Day to Add a Class or Drop a Class Without Receiving a Grade of "W"
Oct. 6-9	October Break—No Classes
Oct. 19	Last Day to Drop a Class
Nov. 21-25	Thanksgiving Break—No Classes
Dec. 7	Fall Semester Classes End
Dec. 10-12	Final Exam Period

2013

Jan. 2	Field Period Begins
Feb. 1	Field Period Ends
Feb. 4	Spring Semester Classes Begin
Feb. 15	Last Day to Add a Class or Drop a Class Without Receiving a Grade of "W"
March 30-April 7	Spring Break—No Classes
March 29	Last Day to Drop a Class
May 17	Spring Semester Classes End
May 20-22	Final Exam Period
May 26	Baccalaureate and Commencement

* Students enrolled in A.S.A.P. coursework should consult their cohort schedules.

Vision Statement:

To become the global leader in innovative, experiential learning

OUR MISSION

Keuka College is a student-centered, liberal arts-based learning community offering a range of undergraduate and graduate programs delivered in traditional, non-traditional, and international formats. The learning environment at Keuka is intellectually challenging, supportive, and fosters personal as well as academic development. We offer a unique blend of traditional classroom knowledge and innovative experiential learning that provides students with a solid foundation for a lifetime of learning, service, and leadership while valuing social responsibility and diversity. Keuka graduates possess the knowledge and experience to excel in today's workplace and the ability to adapt to tomorrow's challenges.

Shared Values

Keuka College Values:

- academic excellence
- social responsibility & service
- integrity
- ethical behavior
- diversity

These Values Are Manifested By:

- developing and delivering high quality academic programs,
- emphasizing innovative experiential learning in the classroom as well as in numerous co-curricular opportunities,
- adapting to changing societal needs,
- cultivating a learning community of students, faculty, staff, and administration within the College, the Finger Lakes region, and our partner locations,
- building relationships with partner institutions,
- incorporating a liberal arts foundation in all programs as a basis for lifetime learning,
- practicing the highest levels of ethics and integrity in everything we do,
- valuing a global perspective, and
- embracing the diversity of our students, faculty, and staff.

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 Learning

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.

Essential Student Learning Goals

- **Experiential Learning -** through involvement in multiple forms of experiential education both inside and outside the classroom.
- **Knowledge of Human Cultures and the Physical and Natural World -** through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
- **Intellectual and Practical Skills -** through inquiry and analysis, critical creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving.
- **Personal and Social Responsibility -** through local and global civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning.
- **Integrated Learning -** through synthesis and advanced accomplishment across generalized and specialized studies.

Based on essential learning outcomes identified by the Association of American Colleges and Universities (AAC&U).

THE COLLEGE

Keuka College is the national leader in experiential, hands-on learning. It 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, 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. Faculty members also welcome the intellectual stimulation afforded by a diverse, curious, and energetic student body. They confidently encourage, guide, and educate so that upon graduation, students 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 an 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 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.

In the past decade, Keuka has added master's degree programs, the Accelerated Studies for Adults Program, distance education offerings, and the Keuka-China Program. Some 3,500 Chinese students are pursuing Keuka degrees at four partner universities, the largest enrollment of any American college or university operating in China. Vietnamese students are also pursuing Keuka degrees at Vietnam National University in Hanoi, and Ho Chi Minh City.

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 English, criminology/criminal justice, business, American Sign Language, social work, psychology, sociology, political science, history, and occupational therapy, as well as the Center for Experiential Learning. Many faculty offices are housed in Hegeman, along with the office of the vice president for academic affairs and the president's office, as well as the Virginia Pearson McKenzie '34 Center for Writing and Tutorial Assistance Program and the Olga Raue Patterson '28 Study Room.

The Lucretia Davis Jephson Science Center houses programs in mathematics, environmental science, chemistry, and biology. This center for the sciences features a 150-seat auditorium, laboratory, and greenhouse, as well as a computer lab and faculty offices.

Strong Hall, home to the Division

of Education, houses classrooms, faculty offices, and the administrative computing center. 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 300 students and has more than 90,000 classified volumes. The library features computerized periodicals (indexes and complete texts), an automated card catalog, audiovisual facilities, Lightner Art Gallery, and the Robert S. and Rebecca Bannan Aben Gallery. When classes are in session, the library is open Monday -Thursday from 7:30 a.m. - 11 p.m.; Friday, 7:30 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.-4:30 p.m.

The Weed Physical Arts Center, featuring an auxiliary gym, main gymnasium, fitness 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 David Dahlstrom Student Center houses the Geiser Refectory, Terrace Café, bookstore, Day Student Lounge, and the vice president for student development and dean of students, director of student activities, campus safety office, director of residential programming, and the chaplain's office. When classes are in session, the Geiser Refectory is open 7 a.m.-7 p.m., Monday-Friday; 11 a.m.-6 p.m., Saturday and 11 a.m.-6:30 p.m., Sunday. When classes are not in session, schedules will be announced. The Terrace Café is open Monday-Friday, 8 a.m.-10 p.m. and Saturday, 4-10 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 twice each year, and the Barn sometimes hosts visiting performing groups.

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 ground and first floors. The admissions and financial aid offices are located on the first floor while the ground floor is home to the registrar and student accounts offices.

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.

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. The CSWE address is:

Council on Social Work Education
1725 Duke St., Suite 500
Alexandria, VA 22314-3457
Telephone: (703) 683-8080

The baccalaureate and masters nursing programs at Keuka College Division of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE address is:

Commission on Collegiate Nursing Education
One Dupont Circle NW
Suite 530
Washington, DC 20036
Telephone: (202) 887-6791

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) through the year 2018. The ACOTE/AOTA 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) 652-2682

Graduates can sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). When students apply for the examination, questions relating to felonies will be asked. For more information on these limitations, contact:

NBCOT
800 South Frederick Ave., Suite 200
Gaithersburg, MD 20877-4150
Telephone: (301) 990-7979

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.

All of the programs within the Division of Business and Management are accredited by the IACBE (International Assembly for Collegiate Business Education). The IACBE address is:

IACBE
P.O. Box 3960
Olathe, KS 66063

The New York State Regents Accreditation of Teacher Education (R.A.T.E.) accredits the education program. The R.A.T.E. address is:
The State Education Department
The University of New York
Albany, N.Y. 12234

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;
2. At least one letter of recommendation;
3. An official copy of his/her high school record or general equivalency diploma (GED);
4. A writing sample as outlined in the application;
5. Documentation to support optional personalized choices as outlined in the College's application for admission and scholarship opportunities.

Selection Process

In addition to the required application materials, 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. Although not required, applicants are encouraged to submit optional measures (such as SAT/ACT scores) that best represent their talents and aptitudes as outlined in the application.

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 they are 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, International Baccalaureate, 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;
2. Official transcripts from all colleges and universities previously attended; (Once the transcripts have been 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. A writing sample as outlined in the application;
4. At least one letter of recommendation;
5. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200.
6. Documentation to support optional personalized choices as outlined in the College's application for admission and scholarship opportunities.

* Students applying to A.S.A.P. should refer to the A.S.A.P. website for specific admission requirements.

Note: Students applying for transfer admissions to the occupational therapy major must have their completed applications in the Office of Admissions before April 1.

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

Students entering Keuka College with a previously earned B.A. or B.S. degree from other accredited institutions are not required to complete the general education 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 General Education Requirements

General education provides a strong foundation for advanced study and pre-professional 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) or an appropriate mathematics course will be required to take these courses at Keuka.

General Education Categories

Breadth of Knowledge Group I: Science (one laboratory science)

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

Breadth of Knowledge Group II (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)

Breadth of Knowledge Group III (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)

General Education Waivers

Students transferring 25 or more credits may also receive course waivers for ENG 112 (College English II) and FYE 140 (Wellness), depending on their Keuka major.

Field Periods

College policy requires students to complete one Field Period for every two semesters 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.

International Student Admissions

Keuka welcomes applicants from foreign countries. In addition to the requirements of traditional or transfer admissions, international students are required to submit:

- A transcript report from an official credential evaluation agency for applicants with foreign high school

or university transcripts. Applicants with foreign high school or university transcripts must have an official credential evaluation agency submit a transcript report.
- Official TOEFL or IELTS score *if you attended a high school or college that was taught in a language other than English.*
- Declaration of Finances, as required by the U.S. Government.

We also require that a student submit a copy of his/her passport for accurate admission documentation.

Interviews in person or over-the-phone are not required, but are highly recommended.

International students, while not required to submit a FAFSA, can be considered for Keuka Merit Scholarships if they meet appropriate application deadlines.

If an applicant is granted admission, Keuka will issue an I-20. Our staff is equipped to advise potential students on obtaining a visa, safely traveling to Keuka College, and excelling in a foreign language culture.

Adult Students–A.S.A.P.

In addition to our traditional programs, Keuka College offers education options for the working professional, the Accelerated Studies for Adults Program (A.S.A.P.). Bachelor's and master's degree programs are available at community colleges or hospitals throughout New York state. Visit *www.keuka.edu/asap*.

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 with adult responsibilities 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.

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 or admissions representative 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@keuka.edu*.

Readmission of Former Students

Students who have voluntarily and officially withdrawn from the College must notify the Director of Admissions 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 Director of Admissions 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.

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, the International Baccalaureate Examinations (IB), 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 adviser 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

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

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

2012–2013 COLLEGE COSTS

TUITION

	Per Semester	Per Year
FULL-TIME (12 or more credits)	$12,765	$25,530

A normal, full-time course load consists of no fewer than 12 and no more than 19 credits in any semester, excluding Field Period. Students are required to pay overload tuition charges when their course load exceeds 19 credits in a semester, 38 credits in an academic year excluding Field Period, or 44 credits in an academic year with Field Period.

TUITION, OTHER THAN FULL-TIME

(Per Semester Credit Hour)	
Part-time (up to 11 credits)	$850
Part-time, summer	$895
Overload Tuition (per credit)*	$685
Audit Tuition (space available)	400
Audit Tuition-Senior Citizen	$100
Master's in OT (fifth year students)	$875/credit

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:

American Sign Language*

ASL 485 Internship	$350/course

Music*

MUS 130 Private Piano	$325/credit
MUS 131 Private Voice	$325/credit
MUS 399 Independent Study Private Music Lessons	$300/credit

Photography*

ART 281 Digital Photography	$70

Social Work*

SWK 450 Senior Practicum and Seminar	$200

Individualized Instruction

(surcharge per course)	$410/course

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

ROOM AND BOARD

	Per Semester	Per Year
Room & Board *(includes "Carte Blanche Basic" meal plan)*	$5,140	$10,280
Room-Ball Hall	$2,775	$5,550
Room-Harrington Hall	$2,700	$5,400
Commuter Meal Plan #1	$390	$780
Commuter Meal Plan #2	$510	$1,020
Board-Carte Blanche Plus Dining Dollars	$50 increments up to $200 per semester	

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 period or the first two weeks of classes.

Students who reside in an under-occupied room will incur the following charges:

Single	$400/semester
Double Single	$775/semester
Triple Double	$400/semester/person
Quad Triple	$275/semester/person
Summer Session (Housing only)	$70/week
Field Period (Housing only)	$70/week
Break (Housing only)	$30/night

Student rooms are periodically inspected, and charges for damages appear on a student's monthly bill.

STUDENT ACTIVITIES FEE

	Per Semester	Per Year
Resident Students	$150	$300
Commuter Students (more than 6 credit hours)	$ 75	$150

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	$225
Transfer	$225
Application for Admissions	$50
Graduation[1]	$150
Late Registration	$150
ID Card Replacement[2]	$20/$50
Return Check Fee	$30
Parking Permit Sticker	
Resident Student	$50
Commuter Student	$50
Technology Fee (covers telephone, cable and Internet access)	
Resident Student	$400
Commuter Student	$170
(over six credit hours)	
Field Period Late Registration Fee	$150
Transcript (Regular)	$5
Transcript (Co-Curricular)	$5
Credential File	$5
Diploma Printing Fee	$25
Student Accident Insurance	$50
(mandatory for full–time)	
Student Medical Insurance	$975
(mandatory unless waiver form filed with the student accounts office by the end of drop/add period)	
Telephone Access: Per minute	9.9¢
Malpractice Insurance	$40
(mandatory for full–time, non-freshman nursing, social work, occupational therapy, psychology, medical technology, and education students)	
Challenge Examination (per examination)	$80

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

[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] This fee is $20 for first replacement, $50 thereafter.

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 (2008-09 actual expenses are listed):

EDUCATION	
Liberal Arts and Sciences Test (LAST)	$88
Assessment of Teaching Skills (ATS-W)	$88
Content Specialty Test (CST)	$88
Certification Fee (per certification)	$100
Finger Printing Fee	$100
SOCIAL WORK	
Child Abuse Prevention Seminar	$30
OCCUPATIONAL THERAPY	
Malpractice Insurance	TBD
NBCOT fees	$450 + $35 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.

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 student accounts office by July 15 for fall semester, and Jan. 15 for spring semester, or risk de-registration of classes.*

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. 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) 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 student accounts office. 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.

Invoices are mailed at the beginning of each semester 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

** 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.).*

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 managed for Keuka College through Tuition Management Systems. Information on the payment plans are available through the Office of Student Accounts.

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 Direct Stafford Loan
- Subsidized Direct Stafford Loan
- Federal Perkins Loan
- Direct PLUS Loan
- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Federal TEACH Grant
- 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 more than 100 years have helped students afford the quality education offered 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, and are awarded on a racially non-discriminatory basis.
2. **SCHOLARSHIPS**—These are also gifts of aid awarded in recognition of academic ability on a racially non-discriminatory basis. 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).

These applications are available online. These forms should be filed with the appropriate parties as soon as possible after (not before) Jan. 1. In order to be considered for the greatest amount of assistance, it is recommended that the student submits 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 Central Processor also sends the financial aid office an electronic copy of this report. This 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 30), 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 here.

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 (FAFSA).
Amount: Up to $5,550, depending on 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 (FAFSA).
Amount: $100-$4,000, dependent upon federal appropriations. Limited funds available.

TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT (TEACH)

This program provides undergraduate students enrolled in an eligible program up to $4,000 a year in grant aid. Available to both full- and part-time students who have maintained a 3.25 cumulative GPA. In exchange for TEACH grant aid, students must agree to serve as full-time teachers at specified schools and teach in specified fields for four academic years within eight years of completing their coursework. Recipients who do not fulfill their teaching obligations must repay the grant as if it were an unsubsidized, direct loan. Lists of eligible majors and eligible school districts are available in the Office of Financial Aid.
Application: Free Application for Federal Student Aid (FAFSA).
Amount: $4,000 per year for full-time students. Part-time awards are pro-rated.

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 (FAFSA).
Amount: Up to $5,500, 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 undergraduate students enrolled at least half-time. Students are paid (minimum wage) bi-weekly for hours worked.
Application: Free Application for Federal Student Aid (FAFSA).
Amount: Variable (typically $500-$2,000), depending upon course load, need, and available funds.

FEDERAL DIRECT 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 fixed at 6.8 percent beginning July 1, 2012. The federal government pays interest while the student is in school and until repayment begins. The loan proceeds will be sent to Keuka in two payments by Electronic Funds Transfer (EFT). Origination and default fees may be deducted proportionately from each disbursement. Repayment begins six months after the student graduates, leaves school, or drops below half-time enrollment.
Application: Free Application for Federal Student Aid (FAFSA).
Amount: Freshmen, up to $3,500;* sophomores, up to $4,500;* 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 Office of Financial Aid for further information.*

FEDERAL DIRECT 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 interest rate is fixed at 6.8 percent; (2) unsubsidized loans are not based on need; and (3) 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. Graduates are eligible for up to $20,500.
Note: In May 2008, President Bush approved H.R. 5715, a bill that enables undergraduate dependent and independent students to receive an additional $2,000 in unsubsidized Stafford loans over the limits discussed in this section. Congress may withdraw this $2,000 funding in the future.

ADDITIONAL FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN FOR INDEPENDENT STUDENTS

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

FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

This federal loan program is for credit-worthy parents of dependent, undergraduate students who enroll at least half-time, regardless of need. For 2012-2013, the interest rate is fixed at 7.9 percent. Repayment typically begins within 60 days of the final loan disbursement, but it may be deferred until six months after the student ceases to be enrolled at least half time. The loan proceeds are sent to Keuka in at least two installments. Origination and default fees may be deducted proportionately from each disbursement.
Amount: The yearly limit is equal to the student's cost of attendance minus any other financial aid received.

FEDERAL DIRECT PLUS LOAN FOR GRADUATE STUDENTS

This federal loan program is designed for graduate students enrolled at least half-time. Borrower must be a U.S. citizen. It is recommended that the student borrow their maximum loan eligibility under the federal Direct student loan program before applying for a Grad PLUS loan. For 2012-2013, the interest rate is fixed at 7.9 percent.

Repayment begins immediately after the final disbursement, however, loan will be deferred while the borrower is enrolled in school at least half time.
Amount: Minimum of $200. Yearly limit is equal to the student's cost of attendance minus any other financial aid received.

AID TO NATIVE AMERICANS

This grant program is for 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 (FAFSA), and New York State TAP Application; must file annually with the Bureau of Indian Affairs/ Education, South & Eastern States Agency, MS3609-MIB, 1849 C Street, NW, Washington, D.C. 20240, phone: (202) 208-3478.
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 or Notice of Basic Eligibility (NOBE) to the Office of Financial Aid. Benefits are paid monthly in accordance with VA regulations and enrollment status.
Application: Contact any regional Veterans Administration Office, or call 1-800-827-1000.
Maximum Annual Award: Varies.

POST 9/11 VETERANS EDUCATIONAL ASSISTANCE ACT OF 2008

Under the Post 9/11 Act, students who meet all necessary criteria would be eligible for tuition benefits, housing stipends and an allowance for books. Benefit amounts are based on the amount of time a veteran has served in the military. Recipients will receive an amount for tuition and fees that is not more than the most expensive in-state undergraduate public college tuition. Housing allowances are equal to the amount of basic housing for military personnel in military housing adjusted by ZIP code. The stipend for books, supplies, equipment, and other educational costs is $1,000 per academic year, paid proportionately by term. Students should refer to *www.va.gov* for more information about this program.

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 here.

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: Based on current award schedules, awards for first-time recipients range from $500 - $5,000 for dependent or independent undergraduates with dependents. Single independent student (no dependents) awards range from $500 - $3,025 per year.
TAP award amounts are dependent on action taken in annual state budget negotiations. Figures above are for the 2012-2013 award year.

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.

PART-TIME TAP

This grant program is for students who were a first-time freshman during or after June 2007 that are taking six to 11 credits who in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a "C" average.
Maximum Annual Award: Varies

NYS AID TO NATIVE AMERICANS

This grant program is for students providing documentation as a member on an official tribal roll of a NYS tribe or as a child of an enrolled member. Awards are available for two-, four-, or five-year programs. Deadline for summer is May 20, fall is July 15; spring is Dec. 31.
Application: For an application write: Native American Education Unit, New York State Education Department, Room 475 EBA, Albany, N.Y. 12234, or call (518) 474-0537.
Maximum Annual Award: $2000 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 each semester and maintain a 2.0 GPA.

VETERANS TUITION AWARD

This program is for undergraduates and graduates meeting New York state residency requirements who served in the armed forces in Indochina between February 1961 and May 1975 and meet other eligibility requirements. Persian Gulf veterans who served in hostilities beginning Aug. 2, 1990 or Afghanistan veterans who served on or after Sept. 11, 2001, 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 file a Veterans Award Supplement available from the New York State Higher Education Service Corporation (NYSHESC) at (888) 697-4372. Deadline for 2012-2013 is June 30.
Maximum Annual Award: Actual tuition costs or SUNY tuition costs, whichever is less for full-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

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. Student must be a U.S. citizen, a New York state resident, 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, student must complete the Award Supplement, available on request from NYSHESC at (888) 697-4372. Deadline is June 30.
Maximum Annual Award: $450 per year for up to four years, or five years in certain programs. Awards may vary.

NEW YORK LOTTERY LEADERS OF TOMORROW SCHOLARSHIP

A New York state scholarship awarded to U.S. citizens who are graduates 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).
Maximum Annual Award: Total of $5,000 payable in increments of $1,250 per year. No new awards granted.

WORLD TRADE CENTER MEMORIAL SCHOLARSHIP

This program is for children, spouses and financial dependents of deceased or severely and permanently disabled victims of the Sept. 11, 2001 terrorist attacks or the subsequent rescue and recovery operations. This includes victims at the World Trade Center site, Pentagon or on flights 11, 77, 93, or 175. New York state residency and U.S. citizenship is not required. Undergraduate students must be full time and matriculated in an approved program in New York state. Submit documentation to: HESC Scholarship Unit, 99 Washington Avenue, Albany, N.Y. 12255. Call for information: (888) 697-4372.
Application: Free Application for Federal Student Aid (FAFSA), New York State TAP application and the New York State World Trade Center Memorial Scholarship Application online @ www.hesc.org.
Maximum Annual Award: At a private institution, an amount equal to SUNY four-year college tuition and average mandatory educational fees and allowances for room and board, books, supplies and transportation.

FLIGHT 587/FLIGHT 3407 MEMORIAL SCHOLARSHIP

This program is for children, spouses, and financial dependents of individuals killed in the American Airlines flight 587 crash in Queens, N.Y. Nov. 12, 2001 and the Continental flight 3407 crash in Buffalo, N.Y. on Feb. 12, 2009. Students must be enrolled full time in an approved program in New York state.
Application: Free Application for Federal Student Aid (FAFSA) and New York State TAP application.
Maximum Annual Award: See World Trade Center Memorial Scholarship.

MILITARY SERVICE RECOGNITION SCHOLARSHIP

This program is for members of the armed forces of the U.S. who were New York state residents and at any time on or after Aug. 2, 1990, became severely and permanently disabled as a result of injury or illness incurred in a combat theatre or combat zone of operations. Children, spouses and financial dependents of armed forces member may also be eligible. Student must be enrolled full time in an approved program in New York state. Deadline is June 30.
Application: Free Application for Federal Student Aid (FAFSA) and New York State TAP application.
Maximum Annual Award: See World Trade Center Memorial Scholarship.

MEMORIAL SCHOLARSHIPS FOR FAMILIES OF DECEASED FIREFIGHTERS, VOLUNTEER FIREFIGHTERS, POLICE OFFICERS, PEACE OFFICERS, AND EMERGENCY MEDICAL SERVICE WORKERS

This program is for a child or spouse of a deceased firefighter, volunteer firefighter, emergency medical service worker, police officer, or peace officer who died as a result of injuries sustained in the line of duty. Student must meet the same criteria as Child of Veteran award and submit supporting documentation. Student must be enrolled full time in an approved program in New York state. Deadline is June 30.
Application: Free Application for Federal Student Aid (FAFSA) and New York State TAP application.
Maximum Annual Award: See World Trade Center Memorial Scholarship.

OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES (VESID)

This program, for students with disabilities, provides vocational rehabilitation and independent living services to eligible persons. Students should obtain information about this program at *www.vesid.nysed.gov*.

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 for traditional undergraduate admissions and based on full-time status.

BOARD OF TRUSTEES SCHOLARSHIP

Offered to high school seniors, this is a competitive scholarship program based on academic achievement, SAT or ACT scores and leadership involvement. Recipients are typically in the top 1/3 of their class. Scholarships are renewable for up to four years of undergraduate study. Recipients must be full time, maintain satisfactory academic progress, and reside in on-campus housing for renewal. Scholarship is not based on financial need.
Maximum Annual Award: $7,500 to 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, satisfactory academic progress, and continues to reside in on-campus housing.
Maximum Annual Award: $6,000 to $12,500.

LEADING THE WAY FIRST GENERATION SCHOLARSHIP

Offered to high school seniors whose parents did not attend college. This scholarship provides financial assistance to those students who demonstrate strong academic promise, leadership potential through high school or community programs, and who have an overwhelming desire to make the world around them better.

All candidates are asked to submit an essay. Scholarships are renewable for up to four years of undergraduate study provided the student is full time, maintains satisfactory academic progress and resides in on-campus housing. Recipients must be available to serve a fellowship directed at encouraging high school students to "lead the way." This scholarship is not based on financial need.
Maximum Annual Award: $6,000 to $12,500.

EXPERIENTIAL LEARNER FELLOWSHIP PROGRAM

Offered to high school seniors who have strong academic records and demonstrate characteristics of leadership, good character, participation in community service, and experiential, hands-on learning. Students should be nominated by their high school principal or guidance counselor. Recipients must be full time, are required to maintain satisfactory academic progress and reside in on-campus housing for renewal.

Student must also hold a work-study position in the Center for Experiential Learning the first year and conduct 50 hours of community service each year. Recipients must also serve as an experiential learner ambassador to the public and be involved in at least one co-curricular activity per year.
Maximum Annual Award: One full tuition fellowship and four $60,000 awards ($15,000 annually).

KEUKA HONORS SCHOLARSHIP

Offered to high school seniors who demonstrate consistent academic achievement throughout high school as indicated by their academic performance records. Scholarships are renewable for up to four years of undergraduate study as long as the student maintains full-time status, satisfactory academic progress, and continues to reside in on-campus housing.
Maximum Annual Award: $7,000 to $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

Scholarships may be awarded to international students accepted to the College who are not eligible to apply for federal or state aid. This scholarship is awarded based on a tiered rating system with eligibility amounts ranging from $4,000–$19,000 for an academic year. Two full-tuition scholarships may be available on a first-come, first served basis to students with exceptional academic records. Renewable for up to four years of undergraduate study. Recipients 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: varies

AMERICAN BAPTIST SCHOLARSHIP

Scholarships awarded to students who 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 satisfactory academic progress, and reside in on-campus housing to continue to receive the full amount of the scholarship. Recipients may not be eligible for other merit awards.
Maximum Annual Award: $6,000
Awards available to new students and are upper class 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 satisfactory academic progress, and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: $1,000
Awards available to new students and are upper class 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 satisfactory academic progress, and reside in on-campus housing to continue to receive the full amount of the scholarship.
Maximum Annual Award: up to $1,000
Awards available to new students and are upper class renewal awards.

KEUKA TRADITION AWARD

Scholarships awarded to students who are a relative of a Keuka alumna/alumnus and not eligible for a Heritage Award. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain satisfactory academic progress, 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 and are upper class renewal awards.

KEUKA COLLEGE URBAN LEAGUE OF ROCHESTER SCHOLARSHIP

Five scholarships valued at $1,000 each will be made available to students who are enrolled in the Black Scholars/Early Recognition program. Renewable for up to four years of undergraduate study. Student must maintain satisfactory academic progress, live in on-campus housing, and remain in full-time status to continue to receive the full amount of the scholarship each year.

TODAY'S STUDENTS—TOMORROW'S TEACHERS (TSTT)

Keuka College will offer 10 scholarships valued at half tuition to students entering our education program who are TSTT participants. Students meeting all entrance requirements will receive this award each year for up to four years of undergraduate study. Student must maintain satisfactory academic progress, live in on-campus housing, and remain in full-time status to continue to receive the full amount of the scholarship each year.

TRANSFER ACHIEVEMENT AWARD

A merit scholarship of $6,000 is available to transfer students who have a cumulative GPA of 3.5 or higher upon entrance to Keuka College. This scholarship is **guaranteed** for up to four years of undergraduate study provided the student is full time and maintains satisfactory academic progress (as outlined in the Keuka College *Record*).

KEUKA TRANSFER SCHOLARSHIP

A merit scholarship of $5,000 is available to transfer students who have a cumulative GPA of 3.0 to 3.499 upon entrance to Keuka College. Students who do not meet the 3.0 guideline may be eligible to receive funds under this award based on both academic achievement and financial need. This scholarship is **guaranteed** for up to four years of undergraduate study provided the student is full time and maintains satisfactory academic progress (as outlined in the *Keuka College Record*).

PHI THETA KAPPA SCHOLARSHIP

An academic scholarship for traditional undergraduate transfer students valued at $2,000 per academic year. This scholarship is renewable if the student remains in good academic standing and maintains full-time status. Applicant must be a current member of Phi Theta Kappa and provide proof of membership *at the time of application* to be eligible.

KEUKA GRANT

Grant given to students who have demonstrated financial need. Recipients must be full time, maintain satisfactory academic progress, 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 and are upper class renewal awards.

KEUKA RESIDENCY GRANT

Grant given to students demonstrating financial need who reside in on-campus housing. Students must maintain satisfactory academic progress, 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 and are upper class 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 satisfactory academic progress, 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 and are upper class renewal awards.

KEUKA WORK STUDY

Part-time employment opportunities are available on campus for students not demonstrating financial eligibility for federal work study.

Maximum Annual Award: $2,000

Awards available to new students and are upper class renewal awards.

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
Beverly Nessel Au Scholarship
Katherine Gillette Blyley Scholarship
Fay Audra Brethen '55 Scholarship
Judith Oliver Brown '63 Scholarship
President Joseph G. Burke and Professor Diane M. Burke Scholarship
Beth Purdy Canuteson Scholarship
Class of 1928 Scholarship
Class of 1937 Minority Scholarship
Class of 1939 Scholarship
Class of 1946 Field Period Scholarship
Class of 1947 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 1958 Scholarship
Class of 1959 Living Memorial Endowment Fund
Elizabeth Coker '30 Scholarship
Marcia Clark Cooley '28 Award
Luella Walker Corbit '37 Scholarship
Louise Stryker Davis Scholarship
William and Virginia Davison Family Scholarship
Dodd/Lyon Scholarship
Judge Frederick Dugan Scholarship
Florence Eells '31 Scholarship
Edith Louise Estey '33 Memorial Field Period Scholarship
Estey-Judd Memorial Scholarship
Max Mendel Fezer Scholarship
Dr. Lydia Gambrell Scholarship
Clarence Joseph Gannon Scholarship
Marion Goodwin '30 Scholarship
Elizabeth Marshall Gordon '49 Scholarship for a woman student to study science
Eleanor Roth Hathaway '34 Scholarship
William Randolph Hearst Scholarship
Anne D. Hotchkiss Scholarship
Frederick L. Hoyle Scholarship
Lucretia Davis Jephson Scholarship
Christin Johnson Memorial Scholarship
Keuka Circle Scholarship
Keuka College Alumni Association Scholarship
Keuka College Student Senate Endowment Scholarship
Stuart Komer Family Scholarship
Dorothy Wheeler Krum Scholarship
Lambda Pi Eta Award for Excellence in Communication Studies
Dr. Aileen and Dr. F. Marion Lougee Scholarships
Dr. Geraldine Lynn Scholarship
Virginia Pearson MacKenzie '34 Memorial Scholarship
Deb Manahan Scholarship
Joyce Oakleaf Mandigo '67 Scholarship
Marva Davis Mapp Endowment
Doris Ackley Mattison '43 Scholarship
Commander Barbara Ellen Miller '56 Scholarship
Don Miller Memorial Scholarship
Anne Graham Munson '68 Memorial Scholarship
Barbara Neuhaus '50 Scholarship

New York State Federation of Home Bureaus Scholarship
New York State Federation of Home Bureaus/Yates County Home Bureau Scholarship
Elizabeth A. Nussey '78 Nursing Award
Betty Jane Ackerson Ogg '46 Scholarship
Osborn Memorial Scholarship
Imogene Bauer Pais '38 Scholarship for the Liberal Arts
Panarites Sisters Keuka Circle Fellowship
Parkin/Ashforth Scholarship
Doris Artley Peck Scholarship
Penn Yan Keuka Club Award
Theresa Avallone Petit '47 Memorial Award
Agnes Pierce Scholarship
Richard A. Pinneo, Jr. Scholarship
Lorraine K. Potter '68 "Leading the Way First generation" Scholarship
Margaret C. Pratt '32 Keuka Circle Fellowship
Presbyterian Women's Scholarship
Edith O'Connell Rector '51 Memorial Scholarship
Jerry Richardson Scholarship
Rosalie & R. William Rose Memorial Scholarship
Margaret Neville Sand '53 and Barbara Neville Malatesta '56 Scholarship
Wilbour E. and Esther Saunders Scholarship
Elizabeth Schiefer '41 Scholarship
Mary P. Schleiermacher Scholarship
Dorothy Schrell '42 Nursing Scholarship
Doris B. Scott '50 Memorial Scholarship
Imogene Smith '34 Scholarship
Z. A. Space Memorial Scholarship
Byron Spence Scholarship
Barbara Robitsch Squattrito'51 Memorial Scholarship
Viola Titus '41 Endowment
Walter O. Vail Scholarship
Charles & Betty Watson Wallis Scholarship
Michael Weiss Field Period Scholarship
Jean Maxine Whittemore '35 Scholarship
Michael A. Wiley '00 Scholarship
Alissa Putnam/Michael Wiley Scholarship
Mary Simpson Young '28 Memorial Scholarship

Scholarships being established, but not yet fully endowed:
John Brezinsky Scholarship
The Beulah Chapell and Kenneth Pollard Family Scholarship
Class of 1951 Memorial Scholarship
Katherine Towner King '37 Scholarship
Ruth L. and Ralph W. Seager Memorial Scholarship
John and Audrey Settle Scholarship
Donald and Corinne Stork Scholarship
Professor Peter Talty Scholarship
The White Scholarship

Terms and Conditions for Receiving Financial Aid

1) To receive federal, state and institutional financial aid, a student must:

- be a United States citizen or eligible non-citizen,
- be enrolled in an approved program of study,
- not be in default on any federal education loan,
- not owe a refund on any federal grant,
- be registered with the Selective Service, if required,

- use all funds received solely for educational costs attributed to a student's attendance at Keuka College, and
- 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 Direct Loan 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 will perform a check on the National Student Loan Data System (NSLDS) to determine if the student received federal funding prior to receiving any federal funds at Keuka.

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 completed.

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 financial 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) that 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 his or her 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 academic 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 academic 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 Associate Vice President for Academic Programs for reinstatement.

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

- letters of recommendation from two faculty members at Keuka College; and/or
- removal of academic deficiencies; or
- 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.

SATISFACTORY ACADEMIC PROGRESS

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 33 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], Veterans Tuition Award [VTA], 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 maximum timeframe for an undergraduate program measured in credit hours is a period no longer than 150 percent of the published length of the 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 6 credits per semester.
2nd year— Must pass or fail 9 credits per semester.
3rd year— Must pass or fail 12 credits per semester.
4th year— Must pass or fail 12 credits per semester.

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 developmental coursework would be acceptable.
-A grade of W would not count as a pass or fail (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*
A student must have accrued this many credits:	*0*	*6*	*15*	*27*	*39*	*51*	*66*	*81*	*96*	*111*
With at least this grade point average:	*0.00*	*1.50*	*1.80*	*1.80*	*2.00*	*2.00*	*2.00*	*2.00*	*2.00*	*2.00*

** This applies to full-time attendance (12 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.*

Graduate students must maintain a minimum G.P.A. of 3.0 throughout their program of study.

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. The Keuka College Division of Student Affairs develops citizens of the world who possess the essential qualities of integrity, leadership, respect, compassion, and social responsibility.

Traditions

The fall semester kicks off with academic convocation, where new students are officially welcomed to campus and words of wisdom and encouragement are delivered by the reigning professor of the year.

Family Weekend, another longstanding tradition, is held in late September and allows moms, dads, siblings and others to see how "their college student" is progressing at college. There is usually some fall sports action.

Speaking of sports, the winter season convenes with Storm Madness, a takeoff on the popular Midnight Madness theme. Members of the winter teams (men's basketball and women's basketball) are introduced before the basketball players take part in shooting and dunking competitions.

The College marks the end of fall semester classes and the start of exams with two events: a Christmas candlelight service in Norton Chapel and Midnight Breakfast, where faculty and staff come to the Geiser Refectory to cook and serve students a nourishing, late-night meal.

In the fall semester, the annual formal Fall Ball is held. Most Keuka students conduct their Field Periods during January, and a few weeks after spring semester.

A number of recognition luncheons (Student Employee of the Year, Experiential Learners of the Year) are held as the spring semester winds down along with the MSA Fashion Show. Another Midnight Breakfast is held as well.

Perhaps the most storied of all Keuka College traditions is May Day Weekend.

Honors Convocation, the Leadership/Moving Up Ceremony, the Annual Carl and Fanny Fribolin Lecture, and the awarding of Class Member of the Year have been mainstays for many years. Years ago, the College staged a May Day pageant—complete with maypole—and while there is no longer a pageant, May Day Weekend is still an important part of the academic year.

May Day Weekend follows Spring Weekend and then it's Senior Week and the academic year officially comes

to a close with baccalaureate and commencement.

That leaves one more tradition before a new academic year begins in late August: reunion. Alumni return to their stomping grounds in June to renew friendships and remember the good old days.

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 Code of Conduct 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 Student Complaints and Appeals section of the College's *Student Handbook*. A PDF copy of the Student Handbook is located in the Campus Life Section of the College Web site*(http://life.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.

A.S.A.P. students should refer to their A.S.A.P. handbook located at online.keuka.edu

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 and their individual maturation.

The residence halls are supervised by the director of housing and residence life, who supervises resident directors and by resident assistants—carefully selected and trained undergraduate students. 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 the Residence Hall Association 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 skills in leadership, communication, planning, decision-making, conflict resolution, and evaluation.

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 within commuting distance are required to live in College residence halls for their entire time at Keuka. Exceptions to this policy are made by the Office of Housing and Residence Life in accordance with the provisions 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, community living, theme housing, upper class areas and apartments.

Multicultural and International Students

The Office of Multicultural Affairs and the Center for Global Education coordinate the College's efforts to meet the needs of multicultural and international students. The office staff assists individuals, student groups and organizations in their efforts to provide educational and social programs that reflect cultural diversity. The Office of Multicultural Affairs is located in the Dahlstrom Student Center and the Center for Global Education is located in Allen Hall. Questions concerning diversity should be directed to the Office of Multicultural Affairs at (315) 279-5225 or the director of multicultural affairs at (315) 279-5295.

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 upper class 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, an "open house" in the spring, placement testing in the summer, 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 Wellness 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, family 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, family 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. Counseling Services is located on the ground floor of Harrington Hall and is open weekdays from 8:30 a.m. to 4:30 p.m.

The peer advocates 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 professional resources. Please check our Web page at *http://life.keuka.edu/rhealth-counseling/counseling-services* for the most up-to-date information about counseling services.

Health Services

Health Services 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 tract infections, and muscle strains and sprains, to name a few. Other services provided are T.B. testing, blood glucose testing, strep throat screening, and urine testing for infection. Students will be referred if needs exceed what Health Services 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.

Health Services also arranges for Yates County Public Health to offer a vaccination clinic both fall and spring semesters. During the fall semester, a flu vaccine clinic is offered.

Henderson's Drug Store in Penn Yan can deliver medications daily to Health Services and bill the total to the student's College bill.

The Health Services staff includes a full-time director/nurse practitioner, a part-time registered nurse, 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 8:30 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 Health Services 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 residence hall, 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. (If an appointment is missed or the student is late, this may result in a $5 fee.) 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 (from an on-campus phone) or 911 (from a cell phone) 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 Health Services in that the department supports and participates in the training of peer health educators. The peer health educator is prepared to present information on selected wellness topics to other students throughout the campus. Students interested in utilizing or becoming a peer health educator should contact Health Services at ext. 5368.

A fully completed health form, which includes New York state immunization requirements, is mandatory for all students. Students without a complete health form are not eligible to receive health care services or to participate in intercollegiate athletics, and will be suspended if the health form remains incomplete after 30 days of the first day of class. 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. Verification should be included with the health form. The health form can be found at

http://life.keuka.edu/health-counseling.

The Family Planning Center of Penn Yan comes to the campus Health Center one day 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 (315) 536-2752. Payment is expected at the time of services, fees are based on a sliding scale, and Medicaid is accepted. Visit the Web site at *www.familyplanningcenter.org*.

Center for Spiritual Life/College Chaplain's Office

Keuka College seeks to help students acquire knowledge and standards of value, develop a sense of civic responsibility, explore their religious concerns and issues, and develop their own sense of purpose. Keuka College gives expression to this aspect of personal development through the Office of the Chaplain and the programs of the Center for Spiritual Life, which the College chaplain directs.

These programs help members of the Keuka community:

- address issues of religion, values, ethics, and morality in life;
- articulate their own faith or philosophy of life, and to understand that of others;
- examine the relation of their faith or philosophy of life to current moral, ethical, and social issues, and to various academic disciplines and professional and vocational fields; and
- understand the interactions of faith, intellectual inquiry, and social responsibility as bases for finding and affirming meaning and satisfaction in life.

The programs of the Center for Spiritual Life provide many opportunities for spiritual and personal growth through activities that include food, fun, fellowship, education, and worship. Regular activities include Christian worship services (both Protestant and Catholic), Bible study, multi-faith studies, occasional retreats, an Alternative Spring Break, leadership opportunities, as well as local service trips.

The Center for Spiritual Life encourages student involvement in spiritually based groups on campus, through the Senate recognized club entitled, "SIGs" (Spiritual Interest Groups). SIGs provides opportunities for faith and non-faith communities to explore their beliefs, customs, traditions, and communities as well as to work collaboratively with other faith groups represented on campus. The College chaplain encourages the development of new faith-based clubs on campus as opportunity allows. The center also encourages student participation in religious life in the local community.

The College chaplain and the Center for Spiritual Life programs receive guidance, feedback, and advice from the Spiritual Life Advisory Board, which consists of students, faculty, staff, local clergy, and lay persons from a variety of religious and denominational backgrounds. These people work together to give guidance and serve as a resource to connect the religious resources of the College to the spiritual needs of the Keuka community and to assist in the development of spiritual programs.

The College chaplain and the Center for Spiritual Life are available for pastoral care and spiritual guidance.

The College chaplain's office is located across from the bookstore in

the Dahlstrom Student Center. You can reach the chaplain by phone at ext. 5377 or 5378.

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 competitive teams are organized from residence halls and other groups on campus. Non-competitive leisure activities are also offered.

The intercollegiate teams are members of the NCAA Division III, and the North Eastern Athletic Conference (NEAC). Women compete in soccer, volleyball, basketball, softball, cross country, golf, tennis, and lacrosse. Men's sports include basketball, lacrosse, soccer, cross country, baseball, and volleyball and tennis. Club sports include cheerleading, dance, step team and equestrian.

The facilities include a modern gym plus a new auxiliary gym, locker rooms, fitness room, weight room, and tennis courts. The Jephson Community Athletic Complex features Kuhl Field (baseball), a softball field, and four soccer/lacrosse fields.

Student Government

The Keuka College Student Senate 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 and there is also an international student representative. 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. These groups are:

- The Budget Allocations Committee allocates the student activities fee to recognized student organizations. Allocated funds support activities, concerts, lectures, dances, other social events, conferences, and student publications.

Campus Activities Board: CAB, the primary programming body of the Student Senate, sponsors mixers, cultural activities, recreational events, and lectures in addition to special events for Family Weekend, Alcohol Awareness Week, Celebrate Seniors Weekend, Spring Weekend, May Day, New Student Orientation/Transition Week, Welcome Back Week, and the Fall Ball.

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 Senate, 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.

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.

- Association of Future Social Workers (AFSW)
- American Sign Language (ASL) Club
- Chemistry Club
- Council for Exceptional Children/ Special Education Club
- Education Club
- Political Science and History Club
- Psychology Club
- Secondary Education Club
- Sociology, Criminal Justice & Criminology Club
- Students in Free Enterprise (SIFE)
- 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)
- *Red Jacket* (literary magazine)

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)
- Lambda Gamma Pi (education)
- Lambda Pi Eta (communications)
- Pi Gamma Mu (social sciences)
- Pi Theta Epsilon (occupational therapy)
- Phi Alpha (social work)
- Sigma Alpha Pi (scholarship, leadership, and service)
- Sigma Lambda Sigma (scholarship, leadership, and service)
- Sigma Tau Delta (senior English majors/minors)
- Society for Collegiate Journalism

- Sigma Beta Delta (Business Management)

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.

- Arion Players Drama Club
- Keuka College Chorale
- Symphonic Band

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

- Adventure Club
- Art Club
- Card Holders & Other Stuff (C.H.A.O.S.)
- Class Council/Officers
- For the Kids
- Health and Fitness Club
- I Heart Me Club
- Multicultural Students Association (MSA)
- Paintball Club
- Peace Club
- Peer Advocates
- P.R.I.D.E.
- President's Leadership Circle
- Residence Hall Association (RHA)
- Rotaract
- Spiritual Interest Groups (SIGs)
- TeamWorks! Club
- Tom's Shoe Club
- Up 'til Dawn
- Youth Connection Club
- Women's Center Advocacy Club

Club Sports—

- Cheerleading
- Dance Team
- Equestrian/Riding Club
- Swim Club
- Step Team

Department of Campus Safety

Department of Campus Safety officers are New York state-certified officers who provide continuous safety services and law enforcement to the Keuka College community.

Officers provide the following services: direct and assist visitors; deter unauthorized persons from entering buildings, loitering, or soliciting; assist emergency responders; enforce College policy, state and federal laws, and parking regulations; document and report hazards or maintenance concerns; patrol the entire campus community including residence halls 24 hours a day, seven days a week; assist with lock-outs; secure found property; and provide vehicle jump starts.

Parking on Campus

The Department of Campus Safety has the responsibility for all motor vehicles on campus. Students, faculty, staff, and guests must register their vehicles at the campus safety office and receive a valid parking permit. Students who wish to register their vehicles must pay an annual fee at the student accounts office, and present their receipt of payment at the campus safety office to receive their permit. Faculty and staff receive their permits as a benefit from the College. All persons driving on campus must observe College policy for driving on campus as listed on the S drive under Campus Safety Parking.

Clery Act - Campus Crime Statistics

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 Campus Safety 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 campus safety at (315) 279-5250. Statistics for the current year and previous years are available at the College Web site at *www.keuka.edu/go/safety*.

Registered Sex Offender Information

Persons seeking to obtain sex offender registration information may contact the Yates County Sheriff's 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 located 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 Chemistry Education
0808	Adolescent Generalist 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
1199.00	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 Art

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

0502 Accounting
1199 American Sign Language - English Interpreting
0808 Unified Childhood-Special Education
0801 Educational Studies
1201 Clinical Science
2105 Criminology/Criminal Justice
2105 Criminal Justice Systems (ADC)
1999.20 Environmental Science
0506 Management
0508 Hospitality Management**
0509 Marketing
1223 Medical Technology
1203 Nursing**
1203.10 Nursing (ADC)
1201 Occupational Science
0506 Organizational Management (ADC)
2104 Social Work
4901 Student-Initiated Major
0808 Unified Early 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
2105 Criminal Justice Administration
0830.00 Literacy B-6
1203.10 Nursing
0506 Management
1208 Occupational Therapy
0830.00 Teaching Literacy 5-12

The certificate is offered in the following field:

5506.20 Gerontology

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

*** Applications for these four-year, on-campus programs are no longer being accepted.*

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 has registered programs leading to New York state initial certification in early childhood, childhood, and adolescence education. Graduates of the medical technology program are eligible to take the National Registry Examination of the American Society of Clinical Pathologists. Graduates of the master's in occupational therapy program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy and are able to apply for temporary licensure in order to practice as an occupational therapist.

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:

Accounting
American Sign Language
Applied Computer Applications
Applied Mathematics
Art
Biology
Chemistry
Communication Studies
Creative Writing

Criminology/Criminal Justice
Education
English
Environmental Studies
Forensic Chemistry
Human Resources Management
Management
Marketing
Mathematics
Political Science and History
Pre-law
Psychology
Sociology
Spanish and Area Studies
Student-Initiated Minor
Theatre/Drama
Visual and Verbal Art

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; are familiar with institutional policies and cultural norms; possess problem-solving skills; and 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. 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 associate dean for academic programs 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.

A.S.A.P. students should refer to their A.S.A.P. student handbook for specific graduation requirements located at online.keuka.edu.

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. If a student is on the wait list for a class and the class size drops below the enrollment cap, the registrar's office can move that student into the class without the signatures of the advisor and instructor if it is within the first two days.

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 programs 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.

5) Registrations not finalized by the last day of the drop/add period will result in adjustments to a student's financial aid awards based on full-time status. Students who have not finalized their schedules as of that day will lose all institutional, state, and federal grants that were calculated based on full-time status. This may also affect part-time financial aid as well.

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 19 hours a semester or 36 per year.

Minimum Enrollment

Under-enrolled courses may be cancelled or rescheduled at the discretion of the associate vice president for academic programs.

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).

• New York State Regents College Examination (RCE).
• International Baccalaureate Examinations (IB).

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 on the Web 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:

Broome Community College
Cayuga County Community College
Corning Community College
Erie Community College
Finger Lakes Community College
Genesee Community College
Jamestown Community College
Mohawk Community College
Monroe Community College
Onondaga Community College
Tompkins Cortland 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. The student will be assessed a fee for each independent study.

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 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. The student will be assessed a fee for each individualized instruction.

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.

If observing a religious holiday conflicts with the responsibilities of a student regarding class attendance and participation, students are responsible for articulating their needs with their professor. *This conversation should take place at the beginning of the semester in order to avoid last minute complications.* 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. Transfer credit will not be awarded until official transcripts have been received and reviewed by the registrar's office.

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 upper class 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 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 programs.

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 institutional 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 programs.

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 include 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 disciplinary 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.

Degrees with distinction are not awarded in graduate programs.

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 designated as non-credit bearing, 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 designated as non-credit bearing, 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 criminal justice internships 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 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. The student's name will be added to the next available conferral list upon completion of the degree requirements.

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

Academic Success at Keuka

Academic Success at Keuka (ASK) helps students succeed in their academic endeavors and assists them in becoming competent, independent learners. Professional assistance is provided by the director and assistant director of ASK, as well as academic skills counselors. All are headquartered in the ASK office, located on the third floor of Hegeman Hall. These professionals offer students academic counseling, and individual and small group instruction in writing, reading, test-taking, time management, and general learning strategies. Tutoring in academic subjects, provided by trained peer tutors who work with students individually or in groups, can be requested. In addition, writing assistance is also provided by trained peer tutors, who are also 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 ASK.

ASK also conducts an advocacy program for students in need of extra direction in order to make the smooth transition from high school to college. Selected first-year students are paired with upper class student advocates who are available to guide new students through the rigors of the first semester.

Services for Students with Disabilities

Keuka provides a variety of services for students with documented disabilities. In addition to individual and group tutoring, students can access readers, scribes, alternative testing, note taking services, and advocacy counseling. Students should contact the director or assistant director of ASK for details.

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

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 Academic Progress for Undergraduate Full-Time Students

	Semester of Attendance	Minimum Cumulative Credits Earned	Minimum CUM GPA	Minimum Field Period Credits
	1	6	1.25	0
FR	2	15	1.50	0
	3	27	1.75	0
SO	4	39	2.00	1
	5	51	2.00	1
JR	6	63	2.00	2
	7	75	2.00	2
SR	8	90	2.00	3
	9	105	2.00	3
	10	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.

This applies to full-time attendance (12 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. Graduate students must maintain a minimum G.P.A. of 3.0 throughout their program of study.

probationary semesters are contiguous or not, students who fail to return to good standing will automatically be suspended.

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

Review of Satisfactory Academic Progress

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 may 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.

Suspension Appeal Process

Students on suspension may appeal for readmission in writing to the associate vice president for academic programs 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 associate vice president for academic programs does not grant an appeal, the student is dismissed from the College. If the associate vice president for academic programs grants an appeal, the student will be given an academic performance

contract for the next semester. Any changes to this academic performance contract must be pre-approved by the associate vice president for academic programs. If the student does not fulfill the contract, the student will be suspended again. A.S.A.P. students should refer to their A.S.A.P. student handbook.

Academic Reinstatement to the College

After a minimum of one semester, students suspended for academic reasons may petition the associate vice president for academic programs for reinstatement. If the associate vice president for academic programs grants an appeal, the student will be given an academic performance contract for the next semester. If the student does not fulfill the contract, the student will be suspended again. The College recommends, however, that students wait a full academic year before petitioning the associate vice president for academic programs 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 associate vice president for academic programs 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 degree at Keuka College.

Reinstatement of 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 loses federal student aid eligibility because they failed to make satisfactory academic progress may appeal that result on the basis of: personal injury or illness, death in the family or other extenuating circumstances. 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 associate vice president for academic programs. The decisions regarding attendance at Keuka and eligibility for financial aid are separate. The letter for reinstatement to the institution is a separate appeal from your appeal for a financial aid waiver. Both letters should be submitted to the Office of the Academic Dean and should include the mitigating circumstances which explain why they did not make satisfactory progress and what has changed in their situation to allow them to make satisfactory progress at the next evaluation.

Leave of Absence and Withdrawal

A. Voluntary

A voluntary leave of absence provides automatic readmission to the College. It is granted to students who desire to temporarily discontinue or interrupt their education. A student may apply for a leave of absence for a maximum of two academic semesters. (Field Period and summer session are not included). Students considering a leave of absence should be aware that although there will be no problem of re-entry to Keuka College, there may be problems of re-entry to a particular major due to enrollment limits or changes of course offerings or degree programs.

Normal procedures for withdrawal from a course will apply if a student elects to leave campus before the completion of a term already in progress. See *Registration Policy*.

Applications for withdrawal/leave of absence are available online and in the registrar's office.

B. Medical Leave of Absence

a. A student needing to interrupt his/her studies for psychological or physical health reasons may request to be placed on a medical leave of absence upon the written recommendation of a counseling services staff member or a private physician.

b. Normal procedures for withdrawal from a course apply if the student leaves the College before the completion of a term already in progress. See Registration Policy.

c. The student on medical leave of absence remains matriculated at the College for up to a maximum of two full semesters; he/she is not required to apply for admission to the College should she/he return during that time.

d. The student wishing to return to the College from a medical leave of absence must notify the associate vice president for academic programs in writing and present a written verification from a private therapist or private physician that the student is deemed medically able to return to the College.

Requests should be made as far in advance as possible of the semester in which she/he expects to return. The student requesting to return after normal registration or housing selection processes is not guaranteed course and room preference.

Students returning from a medical leave of absence are required to meet with counseling or health services staff to ascertain the degree of counseling or health care support needed and to make arrangements, when appropriate, for off-campus and on-campus support

services tailored to their individual needs.

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 Warnings

Between the third and ninth weeks of each semester, faculty may submit an academic warning notice to the Academic Success at Keuka (ASK) 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 advisers of poor performance in a course, to provide students with suggestions for how to improve performance, to refer students to ASK 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 ASK employs the information regarding performance from the academic warnings to monitor the progress of students receiving warnings and other at-risk students. ASK also maintains records of the number of warnings issued each semester for institutional purposes.

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, faculty, discipline, 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 their instructors 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@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 vice president 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. (Refer to the *Student Handbook* for more information.)

Retention of Students

Since 2004, Keuka's average freshman and sophomore retention rate has been 70 percent.

EXPERIENTIAL LEARNING

In keeping with Keuka's mission, The Center for Experiential Learning assists faculty and students in the promotion and integration of each student's intellectual, social, personal, physical, and spiritual development. Programs administered by this office include Field Period, student employment, career services, community service, co-curricular transcript, and TeamWorks! Adventure Program.

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 provides 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. It is ultimately the student, however, who is responsible for the success of the Field Period experience.

Through Field Period, opportunities exist for individual or group placements, career exploration or development, service learning, cross-cultural/diversity exploration, spiritual exploration, and personal growth. 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 Periods can be a paid or non-paid experience.

A.S.A.P. students should refer to their A.S.A.P. student handbook for specific Field Period requirements.

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 Center for Experiential Learning provides orientation sessions on Field Period and assists students in locating sites through an online 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. Students 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. Registration, requirements for credit and grading, and hints for an enhanced learning experience are located in the *Experiential Learning and Field Period Handbook, Student Edition*, available at *www.keuka.edu/experiential*.

Student Employment

The student employment (work-study) program helps undergraduate students in the traditional academic program to 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. Refer to the Student Employment manual for policies and procedures at *www.keuka.edu/experiential*.

Career Services

Career Services is dedicated to helping Keuka students and alumni achieve their career goals. We offer personalized career counseling, guidance and resources on a variety of topics, including major and career exploration, creating resumes and cover letters, job searching, applying to graduate school, and conducting a successful job search. Workshops, on- and off-campus special events, and career fairs are also available.

Co-Curricular Transcript

The co-curricular transcript allows our students to have official documentation and validation of activities outside the classroom as well as documentation of honors and awards received while at Keuka. Through involvement in co-curricular experiences, the student will gain transferable skills that can be applied to many areas outside the college setting. The co-curricular transcript can be used to support applications for internships, jobs, and graduate school. The co-curricular transcript compliments the resume, and can be used to assist students in resume development and skills identification.

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 Center for Experiential Learning houses the Community Service Resource Center. This center acts as a centralized resource for students and faculty seeking community service and opportunities on and off campus.

TeamWorks! Adventure Program

TeamWorks!, the Keuka College adventure program, promotes personal, professional, and academic growth through adventure and experiential, active learning. The program sessions take place both in the classroom and on the TeamWorks! site, located west of Davis Hall in Sunset Woods. This unique program contains, but is not limited to, a wooded challenge course housing ground, low, and high elements. Each element offers a challenge, with distinct learning opportunities. However, success is not based on mastery of the element, but the process undertaken by the team in its attempt. Participants walk away from their unique experience able to transfer what they learned to real-life situations at school, work, and home. They also gain a better understanding and appreciation of themselves and their teammates.

The first TeamWorks! program for Keuka students occurs during Transition Week, when all incoming

students participate in a half-day session designed especially for them. Later, during their Keuka years, students may participate in TeamWorks! events as part of academic coursework curricula, with a club or athletic team, or simply with a group of friends. There is no charge for use of TeamWorks! by full-time Keuka College students on-site.

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

GENERAL EDUCATION CURRICULUM

A Keuka College education is based on the liberal arts as delivered primarily through our general education program. The general education program is the common educational experience of all Keuka College students, providing them with breadth of knowledge, intellectual skills, and personal dispositions of an educated person.

The General Education requirements are based on a set of student learning goals, which are organized in three categories: Foundational Skills, Breadth of Knowledge, and Dispositions. Every general education course addresses one or more of these student learning goals:

Foundational Skills
Written and Oral Communication
Information Literacy
Experiential Learning
Wellness
Quantitative and Mathematical Reasoning
Effective Thinking

Breadth of Knowledge
CONTENT
Community and Society
Cultural Contexts
Physical/Natural World
Self and Individual

WAYS OF KNOWING:
Creativity, Imagination, and Aesthetics
Empirical Investigation
Ethical Inquiry
Reasoning and Analytical Thinking

INTERCONNECTEDNESS
Dispositions
Experiential Learning
Diversity
Values and Ethics
Independence and Interdependence
Social and Personal Responsibility
Intellectual Initiative
Global Perspectives

Total General Education requirements: 41-42 credits

Fulfilling General Education Requirements

Some degree programs may designate specific courses to fulfill a major requirement. Students must consult the graduation requirements for their individual major to ensure that all

requirements have been met. The General Education program generally begins with the Experiential Learning course, FYE 101, and culminates with an interdisciplinary course, INS 301.

COMPONENT ONE: FOUNDATIONAL SKILLS (13 credits)

Foundational Skills learning goals require that students will acquire and expand the intellectual skills necessary to become successful lifelong learners.

Written and Oral Communication, Informational Literacy (6 credits)

Learning Goals: Students will demonstrate the ability to write and speak clearly, logically, precisely, and persuasively based upon effective reading, reflection and observation skills; and to locate, access, evaluate and document a variety of sources of information and ideas, consistent with the principles enunciated in the Graduate Outcome Statements in Written and Oral Communication and Information Literacy.
Applicable courses include: ENG 110, ENG 112.

Experiential Learning (1 credit)

Learning Goal: Keuka students will demonstrate the skills and understanding necessary to developing a lifelong ability to learn effectively from experience consistent with the principles enunciated in the Graduate Outcome Statement in Experiential Learning.
Applicable course includes: FYE 101.

Wellness (3 credits)

Learning Goal: Students will demonstrate an understanding of the processes and principles of

- effective physical and emotional wellness,
- relationship with others of similar and different cultural backgrounds, and
- college success skills, and the ability to apply these processes and principles in maintaining wellness.

Applicable course includes: FYE 140.

Quantitative and Mathematical Reasoning (3 credits)

Learning Goal: Students will demonstrate an understanding of and ability to apply mathematical concepts as well as their assumptions and implications, and general reasoning and problem-solving skills consistent with the principles enunciated in the Graduate Outcome Statement in Quantitative Literacy. Applicable courses include: MAT 102, MAT 103, MAT 104, MAT 105, MAT 106, SS 231.

Effective Thinking

Learning Goal: Students will demonstrate proficiency in critical and creative thinking consistent with the principles enunciated in the Graduate Outcome Statement in Effective Thinking. This student learning goal is addressed through foundation skills and Interconnectedness courses.

COMPONENT TWO: BREADTH OF KNOWLEDGE (28-29 credits)

Breadth of Knowledge learning goals require that students will gain a breadth of knowledge which will help students to develop their intellectual, social, cultural, and creative potential as preparation for a life of continued growth, responsibility and fulfillment. This knowledge is organized across content and ways of knowing with the ultimate goal that students comprehend the interconnected nature of knowledge.

Students must take one or more courses in each of the elements of Breadth of Knowledge, as indicated below, but may not take more than two courses with the same disciplinary prefix. In addition, students must take a minimum of one course in laboratory science, and may take no more than one INS course to meet a Breadth of Knowledge learning goal.

CONTENT

Community and Society (3 credits)

Learning Goal: Students will demonstrate an understanding of

- the nature and functioning of social structures, institutions and processes and the relationships within and between members of communities,
- the institutions and processes that comprise democratic societies, and
- the obligations of members of communities to one another, and in particular the value of service, leadership and the full participation of citizens in a community.

Applicable courses include: ECO 211, POL 120, POL 130, SOC 101.

Cultural Contexts (6 credits)

Learning Goal: Students will demonstrate an understanding of their own cultural contexts and heritage, as well as cultural contexts beyond their own. In particular, they will demonstrate their understanding of

- the interrelations within and among global and cross-cultural communities, and
- the ways historical processes and conditions shape a culture's values and behaviors.

Our Cultures learning objective: (3 credits) Students will demonstrate an understanding of important elements of the cultural contexts and historical development of the United States and/or the legacy of Western cultural heritage. Applicable courses include: HIS 113, HIS 114, HIS 120, HIS 121, INS 301B, INS 301M, SOC 101.

Cross-Cultural learning objective: (3 credits) Understanding, adapting to, and thriving in multicultural and international settings is a prerequisite to living responsible, productive, and creative lives in a dramatically changing world. Cross-cultural learning opportunities challenge students to gain knowledge about the world's people and problems, explore the legacies that have and continue to shape the world, and help them understand the interrelational nature of identity. Students will demonstrate an understanding of cultural institutions, traditions, and ways of looking at the world beyond their own, and an ability to connect, integrate, and act on this understanding in at least one of the following ways:

- Demonstrate proficiency—culturally and/or linguistically—in a language and culture other than English.
- Articulate how knowledge and analysis of global, social, political, and economic systems can help one to embrace and adapt to cultural differences as well as to recognize similarities across cultures.
- Describe how knowledge of others' cultures, languages, and histories create opportunities for personal and societal improvement.

Applicable courses include: ENG 207, HIS 115, POL 140, REL 103.

Physical/Natural World (3-4 credits)

Learning Goal: Students will

demonstrate an understanding of
- the nature of the physical world that encompasses and supports us all,
- the impact of human activity and decisions on that world, and
- ways of representing and interacting with the natural environment.

Applicable courses include: BIO 202, BIO 203, BIO 208, CHM 111, CHM 112, ENG 215, ENV 105, INS 301L, PHY 201, PHY 202, SOC 245.

Self and Individual (3 credits)

Learning Goal: Students will demonstrate knowledge that enhances their ability to understand themselves and others as individuals and to act with autonomy as well as responsibility in the world. This component encourages the development of their understanding of the human condition and human functioning as well the ability to appreciate individual differences and individual values. Applicable courses include: INS 301C, INS 301A, PHL 101, PHL 115, PSY 101, PSY 123, REL 103.

INTERCONNECTEDNESS

Learning Goal: Students will demonstrate
- an understanding of the fundamental interconnectedness of knowledge and ways of knowing,
- the ability to integrate ideas and information from multiple perspectives and domains of knowledge,
- application of interdisciplinary knowledge to problem solving,
- application of critical and creative thinking skills, and
- competence in oral, written, and other creative modes of expression.

Students choose ONE course identified for this category that also fulfills either a Content or Ways of Knowing requirement. Applicable course includes: INS 301.

WAYS OF KNOWING: Creativity, Imagination, and Aesthetics

Learning Goal: Students will demonstrate an understanding of the role of the imagination, creativity, aesthetic response, and artistic expression in human experience. Students will gain direct experience with artistic creation both as a creator and as a responder. In particular, they will demonstrate an understanding of
- different ways of seeing and representing the world and human experience,
- the interactive relationship between creative expression and human cultures and societies,
- the nature and value of aesthetic response to artistic expression, and
- the use of metaphor, symbol, imagery, narrative and an ability to communicate their interpretations of and responses to verbal as well as visual, spatial and/or musical art and expression.

Fine/Performing Arts learning objective: (3 credits) Students will demonstrate an understanding of the fine and performing arts as means for representing and responding to human experience. In particular, students will demonstrate an understanding of visual, spatial, and/or musical art and expression. Students will gain direct experience with artistic creation both as a creator and as a responder. Applicable courses include: ART 101, ART 201, DAN 101, MUS 101, THR 101, THR 270.

Verbal Arts learning objective:
(3 credits) Students will demonstrate an understanding of the nature and importance of language as a medium for representing and responding to human experience. In particular, students will demonstrate an understanding of narrative, metaphor, symbol, and imagery in literary works and as fundamental elements in all human communication. Students will gain direct experience with artistic creation both as a creator and as a responder. Applicable courses include: ENG 118, ENG 125, ENG 207, ENG 208, ENG 209, ENG 210, ENG 215.

Empirical Investigation (3-4 credits)
Learning Goal: Students will demonstrate an understanding of and an ability to utilize scientific methods of inquiry, including the use of observation and experimentation to investigate, describe and discover knowledge.
Applicable courses include: BIO 208, CHM 111, CHM 112, ENV 105, PHY 201, PHY 202, PSY 101.

Ethical Inquiry (3 credits)
Learning Goal: Students will demonstrate their ability to
- engage in ethical decision-making in a manner that takes into account the consequences of their actions for themselves and others,
- analyze and evaluate a range of examples of ethical reasoning,
- analyze and evaluate representative examples of moral precepts, and the role of morality and ethics in social and environmental contexts, and
- understand, respect, and evaluate the role(s) that history and cultural diversity play in the formation of cultural and societal norms.

Applicable courses include: INS 301D, PHL 101, PHL 115 Ethics, PHL 215.

Reasoning and Analytical Thinking
Learning Goal: Students will demonstrate the ability to:
- develop a critical perspective, analyze and evaluate inductive and deductive reasoning and in particular the use of evidence, and utilize arguments to arrive at a rationally justified belief;
- understand logical systems and develop statistical and symbolic reasoning; and
- engage in effective problem-solving.

This student learning goal is met through components of the Written and Oral Communication, the Information Literacy, the Quantitative and Mathematical Reasoning learning goals, and the Interconnectedness requirement.

COMPONENT THREE: DISPOSITIONS

Disposition learning goals require that students develop values and attitudes that will provide them with a foundation for a lifetime of learning, service and leadership.

Learning Goal: Students will develop values and attitudes that will provide them with a foundation for a lifetime of learning, service, and leadership. They will
- learn from and reflect upon experience;
- examine, identify, and analyze their own values and beliefs and those of others;
- seek knowledge in order to gain understanding of complex issues from a variety of experiences, sources, and perspectives;
- articulate abstract and moral reasoning that provides a framework for decision-making and social

responsibility; and
- examine the value of acting with integrity in all areas of one's life.

This student learning goal is systematically integrated across the general education curriculum.

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
  Concentration in Mental Health
Adolescent Social Studies **
Sociology
  Concentration in Criminology and Criminal Justice
  Criminal Justice Systems***
  Criminal Justice Administration (M.S.)***

Minors

Criminology and Criminal Justice
Political Science and History
Pre-law
Psychology
Sociology

Business and Management

Majors

Accounting
Management
  Concentration in Accounting
  Concentration in Entrepreneurship
  Concentration in Human Resource Management
  Concentration in International Business
  Concentration in Marketing
  Concentration in Sports Management
Marketing
Organizational Management***
Management (M.S.)***
Management with a concentration in International Business (M.S.)***

Minors

Accounting
Human Resources Management
Management
Marketing

Education

Majors

Adolescent Biology **
Adolescent English **
Adolescent Mathematics **
Adolescent Social Studies **
Childhood/Special Education
  Emphasis in American Sign Language
  Emphasis in Art
  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
  Emphasis in American Sign Language
  Emphasis in Art
  Emphasis in English
  Emphasis in Family and Child Studies
  Emphasis in Global Studies
  Emphasis in Mathematics
  Emphasis in Science
  Emphasis in Spanish

Educational Studies
  Concentration in American Sign Language
  Concentration in Business
  Concentration in Communication
  Concentration in English
  Concentration in History
  Concentration in Infants and Toddlers
  Concentration in Mathematics
  Concentration in Political Systems
  Concentration in Science
  Concentration in Technology
  Concentration in Working with Children
  Concentration in Working with Families

Master of Science in Childhood Education

Master of Science in Literacy B-6, 5-12

Minors
Education

Humanities and Fine Arts
Majors
American Sign Language
American Sign Language - English
Interpreting
English
Concentration in Creative Writing
Concentration in Theatre/Drama
Concentration in Writing/Communication
Adolescent English **
Organizational Communication
Visual and Verbal Arts

Minors
American Sign Language
Applied Computer Applications
Art
Communication Studies
Creative Writing
English
Environmental Studies
Spanish and Area Studies
Theatre and Drama
Visual and Verbal Art

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
Forensic Chemistry
Mathematics

Nursing***
Majors
Nursing
Nursing Education (M.S.)

Minors

Occupational Therapy
Majors
Occupational Science
Master of Science in Occupational Therapy

Minors

** 1-6 and Special Education Certification*
*** Adolescent Certification*
**** Accelerated Studies for Adults Program*

Social Work
Social Work
Social Work***

DIVISION OF BASIC AND APPLIED SOCIAL SCIENCES
Chair: Thomas Tremer, 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	350	America in the Founding Era	3
HIS	360	The History of New York State	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.*

Requirements for a Minor in Political Science and History

HIS	250	Political and Historical Analysis	3
Complete 15 additional political science or History semester credits			15
TOTAL CREDITS			18

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 10 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	Business Law	3
ENG	319	Writing Expository Prose	3
FP	290	Field Period experience related to the legal profession	3
TOTAL CREDITS			21

Adolescent Social Studies

Students majoring in adolescent social studies 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 adolescent social studies. Requirements can be found under "Requirements for Adolescent 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	249	Infancy and Early Childhood	3
PSY	328	Personality Theory and Dynamics	4
PSY	332	Experimental Methodology	3
PSY	333	Physiological Psychology	3
PSY	360	Junior Research Seminar	3
PSY	390	Psychology Field Period/ Practicum	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

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			46

**Meets College core requirements.*

Concentration in Child and Family Studies-Required Courses

Required Courses in Psychology Major 46

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	2
EDU	211	Perspectives on Disabilities II	3

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

TOTAL CREDITS 73

Concentration in Developmental Disabilities - Required Courses

Required Courses in Psychology Major 46

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	2
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 70

Concentration in Forensic Psychology-Required Courses

Required Courses in Psychology Major 46

CRM	101	Introduction to Criminal Justice	3
CRM	285	Criminology	3
CRM	301	Criminal Law	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	202	Deviance and Social Control	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			76

Concentration in Mental Health-Required Courses

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 degree program is based on the assumption that application of sociological principles to social issues contributes to solving applied problems in a variety of professional settings. The work of applied sociologists tends to be "client driven," in that their work is designed to solve a specific problem posed by the employer. The curriculum is to include a strong core of sociological theory, research methodology, and basic sociology courses encompassing the institutional, organizational, and interpersonal dimensions. A unique emphasis on both quantitative methods (such as demographic and survey methods, and statistical analysis) and qualitative methods (including direct observation, content analysis, and contextual analysis) provide the student training to be competitive researchers and practitioners. Students engage in classroom and field experience, along with a concentrated senior practicum, in order to become highly competitive in the job market.

Those with sociological academic training with an applied focus commonly undertake such tasks as organizational development, environmental impact assessment, conflict mediation and resolution, social policy analysis, and program evaluation. In addition, students graduating from our program will have a foundation for understanding and investigating the relationship between social forces and social problems like crime, environmental problems, drug abuse, family violence, and juvenile delinquency. Students of sociology acquire more advanced and applied data analytic research skills and an enhanced understanding of human social behavior, preparing students for entry into master's level training or career paths in the public and private sector.

Requirements for a Major in Sociology

SOC	100	First Year Workshop	1
SOC	101	Introduction to Sociology	3
SOC	200	Introduction to Sociological Theory	3
SOC	201	Applied Methods in Sociology	3
SOC	202	Deviance & Social Control	3
SOC	222	Power & Inequality	3
SS	231	Statistics for Social Sciences	3
SOC	301	Methods of Social Research	4
SOC	302	Ethnic Diversity	3
SOC	375	Groups and Organizations	3
SS	402	Seminar in Applied Social Sciences	3
CMP	120	Introduction to Computer Applications	3

Choose three from the following topics courses:

SOC	245	Environmental Sociology	3
SOC	295	Introductory Topics in Sociology	3

SOC 344	Sociology of the Family	3
SOC 346	Family Violence	3
SOC 353	Drugs in American Society	3
SOC 376	Social Movements and Collective Behavior	3
SOC 395	Intermediate Topics in Sociology	3
SOC 407	Micro Social Theory: Mind, Self & Society	3
SOC 495	Advanced Topics in Sociology	3

Choose one additional social science research methods:

POL 250	Political & Historical Analysis	3
PSY 329	Test & Measures	3
PSY 332	Experimental Methodology	3
SS 232	Methods of Social Research HLT	3
TOTAL CREDITS		47

Requirements for a Major in Sociology with a Concentration in Criminology

Sociology Major Core		**16**
SOC 101	Introduction to Sociology*	3
SOC 301	Methods of Social Research	4
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	Power and Inequality	3
SOC 375	Groups and Organizations	3

Choose one of the following two courses:

SOC 376	Social Movements and Collective Behavior	3
SOC 407	Micro Social Theory: Mind, Self and Society	3

Criminology Core		**6**
SOC 202	Crime, Deviance and Social Control	3
CRM 285	Criminology	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
SOC 325	Environmental Sociology	3
SOC 346	Family Violence	3
SOC 353	Drugs in American Society	3
SOC 395	Topics in Criminology	3

Experiential Learning		6
CRM 390	Junior Criminology/Criminal Justice Field Period	3
CRM 490	Senior Criminology/Criminal Justice Field Period	3
TOTAL CREDITS		46

**Meets College core requirements.*

Requirements for a Minor in Sociology

SOC 101	Intro to Sociology	3
SOC 200	Intro to Soc Theory	3
SOC 201	Intro to Applied Methods in Soc	3
SOC 302	Ethnic Diversity	3

Complete two of the following:

SOC 222	Power and Inequality	3
SOC 245	Environmental Sociology	3
SOC 301	Methods of Social Research	4
SOC 344	Soc of the Family	3
SOC 346	Family Violence	3
SOC 353	Drugs in American Society	3
SOC 375	Groups/Organizations	3
SOC 376	Social Movements	3
SOC 395	Intermediate Topics in Soc	3
SOC 407	Mind, Self and Society	3
SOC 495	Advanced Topics in Soc	3
TOTAL CREDITS		18-19

**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

The criminology and criminal justice degree program at is based upon three dimensions of academic training: 1) a strong foundational and working knowledge of the criminal justice system, criminal laws, law enforcement, the courts and corrections, 2) a working understanding of crime and criminal behavior, the treatment of crime, and crime victims; and 3) intensive, applied professional development through Field Period and internship experiences and fundamental research skill development.

Student graduating from our program will have a foundation for understanding and investigating the relationship between social forces and crime. The criminological components of this program directly respond to those students interested in applying knowledge to make change. By learning and utilizing sociological and criminological principles to crime and criminal justice-related issues, they can solve problems of significance to those working in criminal justice or related fields. Such training provides students the knowledge and tools to examine the various structures and processes of the criminal justice system, and work to gain more insight into why people commit certain types of crime, and seek answers to questions about the workings of criminal justice.

The criminology and criminal justice program provides students a unique and marketable integration of theoretical knowledge, basic research skills, and an understanding of the criminal justice and supportive systems while gaining field experience valued by students and potential employers. The program designed to prepare individuals for direct-service occupations in criminal justice and related fields, program coordinator/ management positions primarily in the non-profit sector, and graduate study in criminology, criminal justice, or related fields. Following the completion of the program, students are prepared for occupations in criminal justice (and related fields), and bring to their work an understanding of social issues and human problems.

Requirements for a Major in Criminology and Criminal Justice

CRM 100	First Year Workshop	1
CRM 101	Intro to Criminal Justice	3
CRM 211	Relations Law Enforcement	3
CRM 231	Courts, Pros & Defense	3
CRM 232	Punish/Treat/Correct	3
CRM 285	Criminology	3
CRM 301	Criminal Law	3
CRM 303	Victimology	3
CRM 401	Internship in Criminal Justice	12
SOC 101	Intro to Sociology	3
SOC 202	Dev & Social Control	3
SOC 301	Methods of Social Research	4
SOC 302	Ethnic Diversity	3
SS 231	Statistics	3
SS 402	Seminar	3
CMP 120	Intro to Computer Applications	3
POL 321	Constitutional Law	3

Choose one of the following two courses:

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

Choose one of the following two courses:

PSY 101	Intro to Psychology	3
PSY 123	Human Development	3

Choose four of the following (at least two at 300-level):

CRM 221	Criminal Investigation	3
CRM 234	Juvenile Justice	3
CRM 255	Criminal Justice Ethics	3
CRM 295	Intro Topics in Criminal Justice	3
CRM 311	Organized Crime	3
CRM 312	Predatory Crime/Violence	3

CRM 322	White-collar/Corp. Crime	3
CRM 323	Juvenile Delinquency	3
CRM 325	Environmental Crime	3
SOC 346	Family Violence	3
SOC 353	Drugs in American Society	3
SOC 375	Groups/Organizations	3
CRM 395	Intermediate Topics in Criminal Justice	3

Field Periods (two in criminological/criminal justice setting):

CRM 390	Junior Criminology and Criminal Justice Field Period	
CRM 490	Senior Criminology and Criminal Justice Field Period	
TOTAL CREDITS		120-124

Requirements for a Minor in Criminology and Criminal Justice

CRM 101	Intro to Criminal Justice	3
CRM 285	Criminology	3
CRM 390	Junior Criminology and Criminal Justice Field Period	3
SOC 101	Intro to Sociology	3
SOC 202	Deviance & Social Control	3

Choose one of the following criminal justice courses:

CRM 211	Relations of Law Enforcement	3
CRM 221	Criminal Investigation	3
CRM 231	Courts, Prosecution & Defense	3
CRM 232	Punishment, Treatment & Corrections	3
CRM 234	Juvenile Justice	3
CRM 236	Criminal Justice Ethics	3
CRM 295	Intro Topics in Criminal Justice	3

Choose one of the following criminology 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 325	Environmental Crime	3
SOC 346	Family Violence	3
SOC 353	Drugs in American Society	3
CRM 395	Intermediate Topics in Criminology	3
Complete one additional CRM course		3
TOTAL CREDITS		24

Criminal Justice Systems

The criminal justice systems major is designed to serve the educational needs of full-time working adults with previous college experience who wish to complete their baccalaureate degrees. The curriculum consists of 54 credit hours delivered through sequential, integrated courses offered in an accelerated format. Most courses are five weeks in duration and classes meet one evening a week. Students may also earn academic credit for previous experience based learning.

The criminal justice systems curriculum enhances the knowledge and skills of individuals in the criminal justice field by introducing them to the latest theories and principles in law enforcement, corrections, courts, and juvenile justice. 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 courses.

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

For more information, contact the Center for Professional Studies.

Students enrolled in Keuka's traditional, semester-long programs are

not eligible to enroll, or take courses, in the Accelerated Studies for Adults Program (ASAP).

Requirements for a Major in Criminal Justice Systems *program delivered by A.S.A.P.

CJS 301- Current Issues in Criminal Justice
COM 320 - Business and Professional Writing
CJS 315- Deviance and Social Control
CJS 303- Criminology
CJS 305 - Criminal Law and Procedure
SOC 302- Ethnic Diversity
POL 321 - Constitutional Law: Civil Liberties and Rights
CJS 307 - Current Issues in Law Enforcement
ENG 302 - Research and Writing for Professionals: Action Research Part 1
CJS 309- The Judicial System
CJS 313- Punishment and Corrections
CJS 317- Juvenile Delinquency: Developments and Trends
CJS 321 - The Investigative Process
CJS 403 -White Collar Crime
PSY 336 -Abnormal Psychology and Psychopathology
PHL 302 - Ethics in Criminal Justice
INS 301 - Integrative Studies II
CJS 405- Criminal Justice Action Research Project

The M.S. in Criminal Justice Administration

The master of science degree in criminal justice administration is designed for individuals who wish to become effective managers/supervisors and leaders in criminal justice organizations. The program features 11 courses for a total of 34 credit hours delivered in an accelerated format. The program culminates with the writing and presentation of a final master level research project.

Applicants must have an earned a bachelor's degree with a minimum GPA of 3.0, and have at least two years of full-time work experience.

For more information, contact the Center for Professional Studies.

Requirements for a Major in Criminal Justice Administration *program delivered by A.S.A.P.

CRM 530-Administrative Issues in Criminal Justice Organizations
CRM 510- Leadership in Criminal Justice
CRM 520- Ethics for Criminal Justice Professionals
CRM 580 - Introduction to Action Research
CRM 540 - Decision Making for Criminal Justice Administrators
CRM 550- Human Resource Administration for Criminal Justice
CRM 560- System-wide Issues in Criminal Justice Administration
CRM 570 - Legal/Case Law Impacting Criminal Justice Administrators
CRM 590 - Criminal Justice as Public Policy
CRM 581 -Statistics for Action Research
CRM 600- Action Research Project

DIVISION OF BUSINESS AND MANAGEMENT

Chair: Ann Tuttle, M.B.A.

The mission of Keuka College's Division of Business and Management is the preparation of its students for leadership roles in a wide range of domestic and global organizational environments. In each of our traditional and non-traditional programs, we create a unique educational experience that combines a solid liberal arts foundation for learning and critical thinking skills, a proactive program of experiential opportunities and related co-curricular activities, and a solid professional foundation in each of the critical

business disciplines, all of which are rooted in ethics and integrity. 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 (more than one-third of current graduates), Keuka College has also developed special relationships with area graduate schools.

Agreements with Syracuse University, St. John Fisher College, Clarkson University, SUNY Oswego and Niagara University allow graduates within the Division of Business Management to earn an M.B.A. with one year of additional study upon meeting the criterion of schools (Syracuse requires 2 years of study). Keuka College also has articulation agreements with SUNY Geneseo, and Syracuse University to achieve an M.S. in Accounting – on a CPA track.

The programs within the Division of Business and Management (including those offered through the Accelerated Studies for Adults Program) are accredited by the International Assembly for Collegiate Business Education (IACBE), a leading international business education accreditation organization, located at:

IACBE
P.O. Box 3960
Olathe, KS 66063

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.
- Students in Free Enterprise (SIFE) academic competition team.

ACTIVITIES

- Entrepreneurial and competitive academic opportunities within SIFE.
- Site visits to local and regional manufacturing and service companies.
- Annual commemorative wine projects (micro-business course).
- Leadership lectures by visiting business executives.
- Web site development projects.
- Trips to national industry trade shows and conferences.
- International business programs in Vietnam, Malaysia and China offering unique business and cultural learning opportunities.

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	Business Law	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
MAT	102	College Algebra*	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences*	3
Two BUS 290 Field Periods			6

**Meets College core requirements.*

Management Major Requirements

BUS	330	Operations and Production Management	3

MANAGEMENT MAJOR with a CONCENTRATION

Students may choose to develop special expertise by concentrating in accounting, international business, 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
PSY	227	Social Psychology	3
PSY	329	Psychological Tests and Measures	3
PSY	328	Personality Theory and Dynamics	4
SOC	407	Mind, Self, and Society	3
MGT	450	Management Internship	1-12

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 accounting, 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	1-12

Entrepreneurship

The entrepreneurship concentration is designed to provide students with a foundation for 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 335	Internet Marketing	3
MKT 360	Retail Marketing	3
MKT 370	Consumer Behavior	3

Communications or Computer Course (choose one):

CMP 335	Webpage Design	3
COM 350	Desktop Publishing	3

Management (required course):

MGT 351	Small Business Management	3

Entrepreneurship course (required course)

BUS 410	Entrepreneurship	3

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

MKT 250	Principles of Advertising I	3
MKT 310	Marketing Planning	3
MKT 320	Public Relations	3
MKT 335	Internet Marketing	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	1-3
MKT 440	Marketing and Management	3
MGT 450	Management Internship	1-12

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	Business and Professional Writing	3
COM	350	Digital Publishing	3
COM	399	Independent Study	3
COM	484	Senior Practicum in Communication	3
MKT	310	Marketing Planning	3
MKT	320	Public Relations	3
MKT	335	Internet Marketing	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	440	Marketing Management	3
MKT	495	Advanced Topics in Marketing	3
TOTAL CREDITS			15

International Business

The international business concentration is designed to provide students with an in-depth understanding of the growing importance of international business and the international marketplace. This concentration will add an international perspective to a solid management foundation. Upon completion of this concentration, the student will be more competitive in today's increasingly global job market.

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

BUS	350	International Business	3
FIN	315	International Financial Management	3
MKT	340	International Marketing	3

Complete two of the following courses:

MKT	250	Principles of Advertising	3
MKT	310	Marketing Planning	3
MKT	320	Public Relations	3
MKT	335	Internet Marketing	3
MKT	370	Consumer Behavior	3
MKT	440	Marketing & Sales Management	3
MGT	353	Business & Government Relations	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.

Keuka's accounting program has an articulation agreement with the master's in accounting programs at SUNY Geneseo and Syracuse University, the CPA track MBA program at SUNY Oswego, and the MBA accounting programs at Clarkson University, Niagara University, RIT, and St. John Fisher, which are all registered by the New York State Department of Education as licensure-qualifying. Similar agreements with other graduate programs are being planned. Graduates of these programs 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	Business Law	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
MAT	102	College Algebra *	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences *	3
Two BUS 290 Field Periods			6

**Meets College core requirements.*

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
COM	123	Public Speaking	3
Choose one of the following four courses:			
ACC	302	Cost Accounting II	3
ACC	320	Accounting for Non-profit Organizations	3
ACC	402	Computer Auditing	3
ACC	412	Income Tax Accounting II	3
Choose one of the following three courses:			
FIN	313	Financial Institutions	3
FIN	315	International Financial Management	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 here.

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	Business Law	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
MAT	102	College Algebra *	3
MKT	220	Principles of Marketing	3
SS	231	Statistics for Social Sciences *	3
Two BUS 290 Field Periods			6

**Meets College core requirements.*

Marketing Major Requirements

MKT 250	Principles of Advertising I	3
MKT 310	Marketing Planning	3
MKT 440	Marketing Management	3

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

MKT 320	Public Relations	3
MKT 335	Internet Marketing	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	1-3

MINORS

Accounting

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

ACC 101	Accounting I: Financial Accounting	3
ACC 102	Accounting II: Managerial Accounting	3
ACC 201	Intermediate Accounting I	3
BUS 101	Introduction to Business and Society	3

Choose two of the following six courses:

ACC 202	Intermediate Accounting II	3
ACC 301	Cost Accounting I	3
ACC 302	Cost Accounting II	3
ACC 320	Accounting for Non-profit Organizations	3
ACC 411	Income Tax Accounting I	3
ACC 412	Income Tax Accounting II	3
TOTAL CREDITS		18

Human Resources Management

Students who wish to minor in human resources management must complete the following requirements:

BUS 101	Introduction to Business and Society	3
HRM 208	Human Resources Management	3
MGT 345	Organizational Behavior	3

Choose three of the following five courses:

HRM 310	Industrial Labor Relations	3
HRM 320	Human Resources Training and Development	3
HRM 330	Wage and Salary Scale Development	3
PSY 227	Social Psychology	3
PSY 328	Personality Theory and Dynamics	3
TOTAL CREDITS		18

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

Marketing

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

BUS 101	Introduction to Business and Society	3
MKT 220	Principles of Marketing	3

Choose four of the following courses:

MKT 250	Advertising I	3
MKT 310	Marketing Planning	3
MKT 320	Public Relations	3
MKT 335	Internet Marketing	3
MKT 340	International Marketing	3
MKT 350	Marketing for Nonprofit Organizations	3
MKT 360	Retail Marketing	3
MKT 370	Consumer Behavior	3
MKT 440	Marketing and Sales Management	3
MKT 495	Advanced Topics in Marketing	3
TOTAL CREDITS		18

Organizational Management

The organizational management major is designed to serve the educational needs of full-time working adults with previous college experience who wish to complete their baccalaureate degree.

The curriculum consists of 57 credit hours delivered through 18 sequential, integrated courses offered in an accelerated format. Most courses are five weeks in duration and classes meet one evening a week. 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 communication, 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 courses.

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.

Students enrolled in Keuka's traditional semester-long programs are not eligible to enroll, or take courses, in the Accelerated Studies for Adults Program (ASAP).

Requirements for a Major in Organizational Management *program delivered by A.S.A.P.

PSY 301 - Adult Development and Life Assessment
COM 320 - Business and Professional Writing
ORG 415 - Group and Organizational Dynamics
ORG 425 - Organizational Communication
ORG 435 - A Systems Approach to Organizational Change
ORG 455 -Personal Values and Organizational Ethics
SOC 420 - Social Problems and Their Impact on the Workplace
BUS 335 - Issues in Management
BUS 320 -An Introduction to Research and Analysis Using Statistics
ENG 302 - Research and Writing for the Professional: Action Research Part 1
BUS 340 - Managerial Accounting
BUS 355 - Managerial Finance
BUS 360 - Managerial Marketing
BUS 420 - Business Law
ORG 445 - Human Resource Management
BUS 450 - Strategic Planning
INS 301 - Integrative Studies II
ORG 465 -Action Research Project

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, a 3.0 GPA, and have two years of full-time work experience.

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

Requirements for a Major in Management *program delivered by A.S.A.P.

MGT 580 - Introduction to Action Research
MGT 581- Statistics for Action Research
MGT 515- Business Ethics
MGT 510 - Leadership
MGT 560 - Business Law
MGT 540 - Decision-Making for Managers
MGT 530 -Managerial Economics
MGT 520 - Managerial Accounting and Finance
MGT 550- Marketing for Managers
MGT 570 -Business Strategy and Industry Analysis
MGT 582 -Action Research Project

DIVISION OF EDUCATION

Chair: Patricia Pulver, Ed.d.

Mission of the Education Program

The Education Division offers an array of programs to prepare future educators and others who are interested in education-related fields at both the undergraduate and graduate levels.

At the undergraduate level, the College offers majors in education leading to New York State teacher certification across three levels: early childhood (birth through grade 2), childhood (grades 1-6), and adolescent (grades 7-12).

- The Early Childhood/ Special Education program prepares candidates for certification in teaching both regular and special education from birth through grade 2.
- Childhood/ Special Education program prepares candidates for certification in teaching both regular and special education from grade 1 through grade 6.
- The Adolescent program prepares candidates for certification with three options: as a regular educator in one of five content areas (English, Mathematics, Social Studies, Biology, or Chemistry), from grades 7 through 12. Candidates may opt to add coursework to earn dual certification in their content area and in special education. Or, those candidates who want to work primarily with students with disabilities in grades 7-12 may opt for the Adolescent Generalist Special Education Program.

In addition to programs that lead to certification, the education division offers an undergraduate major in Educational Studies. This major will provide students with the knowledge and skills to become successful partners in educational settings. Such settings could be publishing companies, law firms, businesses, museums, and social service agencies. This major will not lead to teacher certification.

At the graduate level, the education division offers a program that prepares candidates for initial certification in literacy birth through grade 6, and literacy grades 5-12. This program is designed for teachers who currently hold New York State teacher 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.
- The 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, chemistry, or social studies 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 grade of at least C+ in ENG 112 College English II, or its equivalent.
2. 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.
3. A grade of at least C in EDU 105 Education of Diverse Learners, or its equivalent.

Requirements for Student Teaching

To be eligible for placement in student teaching, a student must have an overall grade-point-average (GPA) of 2.75, 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 49 graduates in the 2009-2010 academic year. Twenty-three students (47%) are employed full-time in education positions and 16 (33%) are pursuing a master's degree. Of the fourteen students with an adolescent education certification, eight (57%) are fully employed; five (36%) are pursuing a master's degree. Of the nineteen graduates with unified childhood-special education certification, ten (53%) have full-time jobs in education and seven (37%) are pursuing a master's degree. Of the sixteen graduates with unified early childhood-special education certification, five (31%) have jobs in education and four (25%) are pursuing 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 openings in your certification area(s), visit the following Web site: *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.

New York State Teacher Certification Examination Results

For the 2009-2010 third-year cohort, the following pass rates were earned: LAST, 94%; ATSW, 100%; Students with Disabilities CST, 86%; and Literacy (master's level), 100%. These scores are at or above average scores across the state.

Requirements for an Early Childhood/ Special Education Teacher Certification

Students who wish to qualify for recommendation 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: art, American Sign Language, 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 (one year 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 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 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 264	Infants and Toddlers	2
EDU 275	Early Language and Literacy	3
EDU 308	Teaching in Inclusive Early Childhood and Childhood Settings	3
EDU 312	Early Childhood Literacy and the Diverse Learner	3
EDU 371	Early Childhood Curriculum	3
EDU 372	Planning and Assessment in Early Childhood	3
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 101	Introduction to Sociology	3
SOC 344	Sociology of the Family	3
TOTAL CREDITS		48

Liberal Arts Courses

ENV 105	Environmental Science*	4
FYE 140	Wellness*	3
HIS 120	United States History to 1877*	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

Choose one of the following:
ASL 265 Introduction to Interpreting
ASL 311 American Sign Language V
ASL/
EDU 340 ASL in Education
TOTAL CREDITS 18

Art

ART 205	Visual Design	3
ART 317	Art Education Workshop	3
ART 385	Applied Aesthetics	3

Choose two of the following: 6
ART 215 Drawing I
ART 225 Painting I
CMP 265 Computer Visual Design
TOTAL CREDITS 15

English

Choose one writing course: 3
ENG 218 Creative Writing
ENG 319 Writing 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 360 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 230 Linear Algebra 3
MAT 245 Transition to Abstract Mathematics 3

Choose one of the following: 3
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 342 Mammalian Anatomy
BIO 360 Limnology
CHM 328 Physical Chemistry
TOTAL CREDITS 20

Spanish

SPA 101 Introductory Spanish (3)
(taken as language requirement)
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 recommendation for an initial certificate in childhood/special education school in New York state (grades 1-6) must complete the childhood curriculum concentration and select one of eight options for their emphasis: American Sign Language, art, 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 (one year 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 required New York state 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 childhood 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	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 Early Childhood and Childhood Settings	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	Development in Middle Childhood	3
FYE	140	Wellness*	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:

CHILDHOOD CURRICULUM CONCENTRATION WITH EMPHASIS REQUIREMENTS

Childhood 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
Choose one of the following:			
ASL	265	Introduction to Interpreting	
ASL	311	American Sign Language V	
ASL/ EDU	340	ASL in Education	
TOTAL CREDITS			18

Art

ART 205	Visual Design	3
ART 317	Art Education Workshop	3
ART 385	Applied Aesthetics	3
Choose two of the following:		6
ART 215	Drawing I	
ART 225	Painting I	
CMP 265	Computer Visual Design	
TOTAL CREDITS		15

English

Choose one writing course:		3
ENG 218	Creative Writing	
ENG 319	Writing 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 360	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 230	Linear Algebra	3
MAT 245	Transition to Abstract Mathematics	3
Choose one of the following:		3
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	
BIO	342	Mammalian Anatomy	
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 biology, adolescent English, adolescent mathematics, adolescent social studies, or adolescent chemistry; they must complete all degree requirements; they must complete one semester of a foreign language or its equivalent (one year 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 required New York state teacher exams. Further details on these examinations are available in the division office upon completion of these requirements, students will be eligible for recommendation for certification in grades 7-12.

Requirements for Certification in Adolescent Education

The adolescent certification program consists of a major in adolescent biology, adolescent chemistry*, adolescent English, adolescent mathematics, or adolescent social studies. In addition, students take 36 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	002	Mandated Reporting Workshop	0
EDU	003	Violence Prevention Workshop	0
EDU	105	Diverse Learners	3
EDU	210	A Systems Perspective in Special Education	2
EDU	211	A Societal Perspective in Special Education	3
EDU	306	Assessment	3
EDU	307	Foundations	2
EDU	355	Educational Psychology	3
EDU	357	Adolescent Literacy I	3
EDU	358	Adolescent Literacy II	4
EDU	321	Adolescent Integrated 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 general education requirement.*

Adolescent English Education

ENG	125	Literature in the Wider World	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	Poetry Studies	3
ENG	342	Narrative Studies	3
ENG	394	English Field Period	3
ENG	450	Senior Seminar	3

Choose one of the following four courses: 3
COM 320 Business & Professional Writing
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
TOTAL CREDITS 42

**Meets College general education requirement.*

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	370	Botany	4
BIO	390	Junior Seminar in Natural Science	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

Choose one of the following courses: 3-4
BIO 380 Biostatistics
MAT 106 Calculus I*

TOTAL CREDITS 50-51

**Meets College general education requirement.*

Adolescent Chemistry

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	Biochemistry	4
CHM	315	Analytical Chemistry	4
CHM	320	Adv. Biochemistry	4
CHM	328	Physical Chemistry	4
CHM	390	Junior Seminar	3
TOTAL CREDITS			35

ALLIED SCIENCE/MATH COURSES

MAT	106	Calculus I	4
MAT	207	Calculus II	4
PHY	201	General Physics I	4
PHY	202	General Physics II	4
TOTAL CREDITS			51

Adolescent Mathematics Education

MAT	103	Elementary Probability and Statistics	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	321	Differential Equations	3

MAT	330	Abstract Algebra	3
		or	
	361	Real Analysis	3
MAT	350	Geometry	3
MAT	405	Senior Seminar	3
PHY	201	General Physics I	4
TOTAL CREDITS			40

**Meets College general education requirement.*

Adolescent Social Studies Education

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 general education requirement.*

Requirements for Adolescent and Special Education dual certification

Candidates seeking recommendation for adolescent certification may also wish to add special education certification. This will allow candidates to earn dual certification in their content area as well as in special education. They can then serve as special education teachers providing the needed services to children with disabilities in their own 7-12 classroom.

In addition to all above requirements for the 7-12 content area program they desire, candidates must also have 6 hours in each of the four content areas (English, Social Studies, Science, and Mathematics). This will require additional planning and advisement to ensure this requirement is met.

Additional course requirements:

EDU 373 Teaching in Inclusive Secondary Schools

EDU 392 Special Education Field Period

Requirements for Adolescent Generalist Special Education Certification

Candidates who wish to qualify for recommendation for initial certification in Adolescent Generalist Special Education (grades 7 -12) in New York State must complete the Adolescent Generalist curriculum and select either English or Social Studies for their emphasis area. They must also complete all degree requirements for the major; they must complete one semester of foreign language or its equivalent (one year of a single language in high school fulfills this requirement); they must complete the required hours of field experience working with students with disabilities at the adolescent level, and students in a high-needs school; they must successfully complete the required New York State teacher exams. Further details on these examinations are available by contacting the education office.

Candidates who wish to work primarily with adolescent-aged individuals with special needs in a 7-12 self-contained classroom, resource room, or in a consultative and collaborative manner with the content area specialist, may prefer this major.

This program has an interdisciplinary approach that provides the candidate with a broad base of knowledge across the four common core areas and a choice of an emphasis which provides in-depth study in one of the common core areas (social studies or English). In addition to the interdisciplinary study, candidates complete 46 hours of course work in education, including a focus on low incidence disabilities and related educational placement and approaches for these individuals. Two 300-level field periods at the adolescent level, in special education settings, are required.

Required courses for Major in Adolescent Generalist Special Education

EDU 002 Mandated Reporting Workshop
EDU 003 SAVE- Violence Prevention Workshop
EDU 105 Diverse Learners ·
EDU 210 Systems Perspective on Special Education
EDU 211 Societal Perspective on Special Education
EDU 321 Adolescent General Methods of Teaching
EDU 306 Assessment
EDU 343 Educating Students with Severe & Profound Disabilities
EDU 355 Educational Psychology
EDU 357 Adolescent Literacy I
EDO 358 Adolescent Literacy II
EDU 373 Teaching in Inclusive Secondary Schools
EDU 383 Collaborative Transition Planning
EDU 410 Professional Management Techniques
EDU 411 Student Teaching Seminar
EDU 457 Student Teaching: Adolescent Special Education
TOTAL (46 CREDITS)

Liberal Arts Curriculum Base Courses
PSY 123* Introductory Human Development
PSY 238 Adolescent Psychology
FYE 140* Wellness
POL 140* World Politics
HIS 120* US History to 1877
ENV 105* Environmental Science
ENG 125* Literature in the Wider World
XXX 101 Foreign Language I
EDU 392 Two 300-level Field Periods Required
MAT 220 Structures of the Number System
BIO 208 Life & the Universe
ENG 313 Children's Literature
HIS 121 US History from 1877
HIS 360 New York State History
**Meets College Core Requirement*

Emphasis Options:
TOTAL ADDITIONAL CREDITS (15)
English Language Arts (Choose 1 from each group)
a. ENG 323, ENG 324, ENG 331, ENG 332
b. ENG 270, ENG 315, ENG 340, ENG 342, ENG/THR 376
c. ENG 316, SPA 304, SPA 310, ASL 350
d. ENG 306, ENG 308
e. ENG 218, ENG 319, COM 320, COM 321, Com 350

Social Studies
HIS 113
HIS 114
HIS 341
HIS 350
HIS 343 or 345

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.

Educational Studies

This major would not prepare students to become classroom teachers, but rather would provide them with the knowledge and skills to be successful partners in the educational setting. Such settings could be publishing companies, law firms, businesses, museums, and social service agencies. Instead of concentrating on clinical teaching skills, students would focus on an area of interest that relates to the educational setting in which they hope to pursue employment or further study.

The educational studies program is based on three areas of study: the liberal arts core requirements, 30 hours of education coursework, and 15 hours of coursework in the area of interest that relates to the setting in which the student wishes to pursue employment or further study.

Required Education Courses

EDU 105	Diverse Learners	3
EDU 210	Systems Perspective in Special Education	2
EDU 307	Foundations of Education	2
EDU 355	Education Psychology	3
EDU 390	Field Period	3
EDU 3XX	Education Field Period	3

Choose one of the following courses:

EDU 310	Literacy in Inclusive Schools	3
EDU 275	Early Language and Literacy	3
EDU 357	Adolescent Literacy I	3

Seventeen additional hours of education courses selected from the following:

EDU 209	Early Childhood Perspective in Disabilities	3
EDU 211	A Societal Perspective in Special Education	3
EDU 309	Integrated Methods of Teaching in the Childhood Classroom	36
EDU 271	Early Childhood Curriculum	3
EDU 306	Assessment in Inclusive Schools	3
EDU 308	Teaching in Inclusive Schools	3
EDU 312	Early Childhood Literacy and the Diverse Learner	3
EDU 316	Literacy and the Diverse Learner	3
EDU 358	Adolescent Literacy II	3
EDU 373	Teaching in Inclusive Schools	3
EDU 372	Planning and Assessment in Early Childhood	3
EDU 374	Professionalism & Leadership in Early Childhood	3

Required courses in area of interest

Students choosing this major should select 15 additional hours of course work based on the intended area in which they would like to work. (At least six hours should be at the 300 level.) The following options are available:

Communication

COM 123	Public Speaking	3
COM 201	Interpersonal & Group Communication Skills	3
COM 350	Desktop Publishing	3
COM 428	Organizational Communication	3

One of the following:

COM 320	Business & Professional Writing	3
COM 321	Media Writing	3
ENG 319	Writing Expository Prose	3

Technology

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 Computer Application Integration	3
CMP	455	Senior Project in Computer Applications	3

One of the following:

COM	320	Business & Professional Writing	3
COM	321	Media Writing	3
ENG	319	Writing Expository Prose	3

Business

BUS	101	Intro to Business	3
BUS	220	Legal Environment of Business	3
BUS	410	Entrepreneurship	3
ECO	211	Principles of Microeconomics	3
MKT	220	Principles of Marketing	3
MKT	320	Public Relations	3
MGT	345	Organizational Behavior	3
MKT	430	Marketing Research	3

One of the following:

COM	320	Business & Professional Writing	3
COM	321	Media Writing	3
ENG	319	Writing Expository Prose	3

Political Systems

POL	120	American Government	3
POL	130	State and Local Government	3
POL	231	Public Administration in a Democratic Society	3
POL	321	Constitutional Law	3
POL	324	Legislative Process and Behavior	3

One of the following:

COM	320	Business & Professional Writing	3
COM	321	Media Writing	3
ENG	319	Writing Expository Prose	3

History

HIS	113	Western Civilization I	3
HIS	114	Western Civilization II	3
HIS	120	US History to 1877	3
HIS	121	US History from 1877 to Present	3
HIS	321	Topics: 20th Century North American History	3
HIS	341	US in World Affairs	3
HIS	360	New York State History	3

One of the following:

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

Science

ENV	105	Environmental Science	4
		AND	
BIO	208	Life and the Universe	4
		OR	
BIO	134	Organisms and the Environment	4
		AND	
BIO	135	Cells and Organisms	4
BIO	203	Anatomy and Physiology I	4
		OR	
BIO	234	Cell and Developmental Biology	4
BIO	305	Animal Diversity	4
BIO	337	Ecology and Evolution	4
BIO	326	Vertebrate Zoology	4

One of the following:

ENG	319	Writing Expository Prose	3
COM	320	Business & Professional Writing	3
COM	321	Media Writing	3

English

ENG	313	Children's Literature	3

One from the following:

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

One from the following:

ENG	323	American Literature I	3
ENG	324	American Literature II	3

One from the following:

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

One from the following:

ENG	331	British Literature I	3
ENG	332	British Literature II	3

Infants and Toddlers

ART 317	Art Education Workshop	3
BUS 101	Intro to Business and Society	3
EDU 209	EC Perspectives	3*
ENG 313	Children's Literature	3
PSY 250	Development in Middle Childhood	3
SOC 302	Ethnic Diversity	3
SOC 344	Sociology of the Family	3
SWK 101	Intro to Social Work	3
SWK 331	Youth Delivery Systems	3

**Cannot fill this area and the education electives area.*

American Sign Language

ASL 110	Introduction to Deaf Community	3
ASL 111	ASL I	3
ASL 112	ASL II	3
ASL 211	ASL III	3
ASL 212	ASL IV	3
ASL 311	ASL V	3
ASL 312	ASL VI	3
ASL 320	Linguistics of ASL	3
ASL 340	ASL in Education	
ASL 350	Deaf Literature	3
ASL 361	Deaf Culture	3

Mathematics

MAT 106	Calculus I	4
MAT 207	Calculus II	4
MAT 245	Transition to Abstract Mathematics	3

Choose two of the following:

MAT 309	Probability and Statistics	3
MAT 330	Abstract Algebra	3
MAT 350	Foundations of Geometry	3
MAT 361	Real Analysis	3
MAT 405	Senior Seminar	3

Working with Children

PSY 249	Infancy & Early Childhood	3
PSY 250	Development in Middle Childhood	3
PSY 238	Adolescent Psychology	3
EDU 209	Early Childhood Perspective in Disabilities *(unless taken as an education elective)*	3
EDU 211	Societal Perspective in Special Education *(unless taken as an education elective)*	3
SOC 344	Sociology of the Family	3
SWK 331	Youth Services Delivery Systems	3
PSY 328	Personality Theory and Dynamics	4
PSY 350	Behavior Modification	3

Working with Families

SWK 101	Introduction to Social Work	3
SWK 250	Substance Abuse & Families	3
SOC 331	Collective Behavior	3
SOC 332	Group Processes	3
SOC 344	Sociology of the Family	3
PSY 227	Social Psychology	3
COM 201	Interpersonal and Group Communication Skills	3

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 391	Regular Education Classroom Field Period	3
TOTAL CREDITS		18

The M.S. in Literacy (B-6 or 5-12)

The Master of Science program will lead to recommendation for initial certification in literacy, birth through grade 6 (B-6) or grades 5-12. The curriculum is based on three central and integrated themes—research, application of research-based best practices, and reflection on the efficacy of instructional practice and teacher decision-making.

This program is for teachers who hold current New York state provisional/initial certification in early childhood, childhood education, or adolescent education. It is designed to enhance teachers' knowledge about contemporary theories and research-based practices in literacy. The expectation is that they become effective practitioners who understand and deliver high quality literacy instruction and offer proactive literacy leadership in B-6 or 5-12 educational settings.

A distinct feature of this program is its cohort model, meaning that students proceed through the nine courses in a set pattern, with the same group (cohort). In this way, students develop a strong working relationship with each other, have a support system, and create a network of professional peers across the region.

The nine courses total 30 credit hours, and include a capstone project. In addition to New York state teaching certification, applicants must have earned a bachelor's degree from an accredited institution, with a minimum cumulative 3.0 G.P.A., and at least a 3.0 G.P.A. in the major field of study. For more information, please contact the Office of Graduate Studies in the Division of Education.

DIVISION OF HUMANITIES AND FINE ARTS

Chair: Douglas Richards, 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 theatre—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, American Sign Language, and American Sign Language-English Interpreting. English majors may choose a concentration in writing/

communications, creative writing, or theatre and drama. Minor programs are offered in art, creative writing, English, theatre and drama, organizational communication, American Sign Language, Spanish, and visual and verbal art. 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 125	Literature in the Wider World*	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	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 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	Business & Professional Writing	
COM 321	Media Writing	
COM 350	Digital Publishing	
ENG 294	English Field Period	3
ENG 394	English Field Period	3
XXX	Foreign Language	3-12
TOTAL CREDITS		51-60

RECOMMENDED ELECTIVES:

THR 270	History of Theatre & Drama	3
ENG 460	Internship in English	3-12

**Meets College core requirements.*

Adolescent English Education

Students majoring in adolescent English education prepare for careers in teaching English at the junior and senior high school level. Requirements can be found under "Requirements for Adolescent Education," as described in the education section.

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

COM 122	Introduction to Communication	3
COM 123	Public Speaking	3
ENG 125	Literature in the Wider World*	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	Business and Professional Writing	
COM 321	Media Writing	
COM 350	Digital Publishing	
ENG 218	Creative Writing	
ENG 319	Writing Expository Prose	
Choose one of the following three courses:		3
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
TOTAL CREDITS		60-69

RECOMMENDED ELECTIVES:

THR 270	History of Theatre & Drama	3
ENG 460	Internship in English	3-12

**Meets College core requirements.*

Requirements for an English Major with a Concentration in Creative Writing

ENG 125	Literature in the Wider World*	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	Poetry Studies	3
ENG 342	Narrative Studies	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
TOTAL CREDITS		54-63

RECOMMENDED ELECTIVES:

THR 270	History of Theatre & Drama	3
ENG 460	Internship in English	3-12

**Meets College core requirements.*

Requirements for an English Major with a Concentration in Theatre and Drama

ENG 125	Literature in the Wider World*	3
ENG 209	Topics in World Literature	3
ENG 315	Shakespeare	3
ENG 450	Senior Seminar	3
THR 101	Introduction to Theatre and Drama*	3
THR 222	Foundations of Acting and Directing	3
THR 322	Advanced Acting and Directing	3
THR 231	Technical Direction and Design	3
THR 270	History of Theatre and Drama	3
THR 376	Special Topics in Theatre and Drama	3
THR 440	Advanced Theatre Practicum	3

Choose three of the following four courses: 9
ENG 323 American Literature I
ENG 324 American Literature II
ENG 331 British Literature I
ENG 332 British Literature II

Choose one of the following two courses: 3
ENG 340 Poetry Studies
ENG 342 Narrative Studies

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 one of the following five courses: 3
ENG 218 Creative Writing
ENG 319 Expository Prose
COM 320 Business and Professional Writing
COM 321 Media Writing
COM 350 Digital Publishing

ENG 394	English Field Period	3
XXX	Foreign Language	3-12
TOTAL CREDITS		54-63

Suggested Electives: Theatre Labs. Two credits from two different lab areas 2
THR 243L Theatre Production Lab I
THR 263L Theatre Performance Lab I
THR 343L Theatre Production Lab II
THR 363L Theatre Performance Lab II

**Meets College core requirements.*

Requirements for a Minor in English

ENG 118	Poems, Plays, and Prose*	3
	Choose one of the following four courses:	3
ENG 315	Shakespeare	
ENG 316	Alternative Voices	
ENG 340	Poetry Studies	
ENG 342	Narrative Studies	
	Choose one of the following two courses:	3
ENG 323	American Literature I: Beginnings to 1865	
ENG 324	American Literature II: Since 1865	
	Choose one of the following two courses:	3
ENG 331	British Literature I: Beginnings to 17th Century	
ENG 332	British Literature II: Since the 17th Century	
	Choose one of the following four courses:	3
COM 320	Business and Professional Writing	
COM 321	Media Writing	
ENG 218	Creative Writing	
ENG 319	Writing Expository Prose	
	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	Poetry Studies	3
ENG 342	Narrative Studies	3
	Choose two of the following three courses:	3
ENG 301	Creative Writing Workshop	
ENG 319	Writing Expository Prose	
ENG 451	Senior Project in Creative Writing	
	One additional English course numbered 200 or above	3
	TOTAL CREDITS	18

**Meets College core requirements.*

Requirements for a Minor in Theatre and Drama

THR 101	Introduction to Theatre and Drama	3
THR 222	Foundations of Acting and Directing	3
THR 231	Technical Direction and Design	3
THR 270	History of Theatre and Drama	3
THR 322	Advanced Acting and Directing	3
	Choose one of the following two courses:	
ENG 315	Shakespeare	3
THR 376	Special Topics in Theatre and Drama	3
	Choose three credits from the following lab courses; at least one credit must be THR 343L or 463L:	
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
	Recommended:	
THR 440	Advanced Theatre Practicum	3
	TOTAL CREDITS	21

**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	3
COM 122	Introduction to Communication	3
COM 123	Public Speaking	3
COM 201	Interpersonal & Group Communication	3
COM 320	Business & Professional Writing	3
COM 321	Media Writing	3
COM 394	Organizational Communication Field Period	3
COM 421	Media Frontiers	3
COM 428	Organizational Communication	3
COM 484	Senior Practicum	3
ENG 319	Writing Expository Prose	3
HRM 208	Human Resources Management	3
MGT 345	Organizational Behavior	3
MKT 220	Principles of Marketing	3
MKT 320	Public Relations	3

Publication and Design

Choose two of the following five courses:

ART 205	Visual Design	3
ART/Com 250	Graphic Design	3
COM 350	Digital Publishing	3
CMP 335	Webpage Design	3
CMP 265	Computer Visual Design	3

English and Writing Skills

Complete one English course at the 200-level or higher.	3
Complete one English course at the 300-level or higher.	3

A grade of C- or higher must be earned in all COM courses.

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:		6
COM 320	Business and Professional Writing	
COM 321	Media Writing	
ENG 319	Writing Expository Prose	
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	Digital 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 and a 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 American Sign Language 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 American Sign Language is increasing nationwide. Students who have taken previous ASL coursework must submit a videotape demonstrating proficiency for ASL placement purposes.

Graduate Outcomes: Students graduating with a degree in ASL will be able to:
1. communicate fluently and accurately in ASL;
2. demonstrate recognition of the Deaf as a people with a distinctive language, sensibility, and culture; and
3. demonstrate knowledge of the role of Deaf history and Deaf culture in American society.

Requirements for a Major in American Sign Language

ASL	001	Senior Internship Workshop	0
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	318	Finger Spelling and Numbers	3
ASL	320	Linguistics of American Sign Language	3
ASL	350	Deaf Literature	3
ASL	361	Deaf Culture	3
ASL	394	Field Period I	3
ASL	450	Senior Internship	3-12
ASL	494	Field Period II	3
ENG	308	Intro to Linguistics	3
TOTAL CREDITS			45-54
Additional Field Periods			6
Core Courses			41-44
Electives			15-25
Fulfillment of two Field Periods in an ASL/ Deaf-friendly environment			
TOTAL CREDITS			120

Requirements for a Minor 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	394	Field Period	3
Choose one of the following two courses:			3
ASL	265	Introduction to Interpreting	
ASL	311	American Sign Language V	
TOTAL CREDITS			21

ASL-ENGLISH INTERPRETING MAJOR

The ASL-English Interpreting major prepares students to become professional interpreters, proficient in ASL, English and in the process of interpretation, for the purpose of facilitating communication between Deaf and hearing people in a variety of settings (education, health, business, social services, legal, government agencies, etc.).

According to the Registry of Interpreters for the Deaf (RID), there are 28 million Deaf and hard of hearing Americans who are entitled to "qualified interpreters" under Title II of the Americans with Disabilities Act (1990). In addition, Title VI of the Civil Rights Act requires all healthcare providers receiving Federal aid to provide language services to non-English speakers, including Deaf people. Currently, the demand for qualified interpreters far exceeds the number of trained professionals in the field.

An interpreter must be both bilingual and bicultural: that is, able to communicate with above average proficiency in both ASL and English, as well as to be knowledgeable about both Deaf and non-Deaf cultures in order to render culturally based linguistic and non-linguistic information appropriately. An interpreter must also be versatile, mature, and flexible to work successfully in a wide variety of situations and settings with people from a variety of backgrounds with diverse communication needs. Since the interpreting occasion may contain sensitive and personal issues, it is imperative that interpreters be of high moral character, nonjudgmental, and well-informed in order to meet the challenges which arise in these diverse and ever-changing situations.

The pedagogical approach integrates core concepts and skill courses, practicum experiences, independent learning opportunities, and self-initiated projects. Drawing upon Keuka

College's leadership in experiential education, the program provides for a full semester, 12 credit hours, of supervised level II Interpreting Internship in addition to multiple in-service training opportunities observing, shadowing, and working with professional interpreters.

The ASL-English Interpreting major is designed to provide students with the academic preparation needed to pass level one of the Registry of Interpreters for the Deaf (RID) interpretive certification exam.

Graduate Outcomes: Students graduating with a degree in ASL-English Interpreting will have:
1. knowledge and skill in the art of interpreting between American Sign Language and English;
2. theoretical and practical knowledge of the interpreting field;
3. knowledge of the culture and community of the Deaf;
4. evidence of compliance with ethical and performance standards expected of an interpreter and knowledge of pertinent legislation;
5. knowledge and skill to function as a cross-cultural mediator in order to transmit and transfer culturally based linguistic and non-linguistic information.

Criteria for acceptance into the interpreting program:
1. Completion of ASL 212 American Sign Language IV or equivalent level of skill.
2. Successfully complete the ASL Proficiency Exam.
3. Successfully complete ASL 265 Introduction to Interpreting and ASL 275 Interpreting I or equivalent courses.
4. Demonstrate written English language skills with a minimum of a C+ in ENG 112.
5. GPA of 3.0 in prerequisite American Sign Language courses.
6. Overall GPA: 3.0.
7. Cultural Assessment.
8. Approval of the ASL-English Interpreting faculty.

Transfer Students: An outside transfer into the program must submit a videotape demonstrating ASL proficiency in addition to meeting the above criteria.

Requirements for a Major in ASL-English Interpreting

Pre-requirements:

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

Major Requirements:

ASL	002	Interpreting Practicum Workshop	0
ASL	265	Introduction to Interpreting	3
ASL	275	Interpreting I	3
ASL	311	American Sign Language V	3
ASL	312	American Sign Language VI	3
ASL	318	Finger Spelling and Numbers	3
ASL	320	Linguistics of ASL	3
ASL	325	Discourse Analysis	3
ASL	350	Deaf Literature	3
ASL	361	Deaf Culture	3
ASL	365	Interpreting II	3
ASL	375	Interpreting III	3
ASL	465	Interpreting IV	3
ASL	480	Professional Interpreting Issues	2
ASL	485	Level II Interpreting Internship	12
COM	123	Public Speaking	3
ENG	306	Structure and History of English	3
ENG	308	Introduction to Linguistics	3

One course in a specialized area of interpreting interest. You may choose one of the following, or a course approved by your adviser: 3

EDU 355	Educational Psychology	
BUS 101	Introduction to Business and Society	
SWK 101	Introduction to Social Work	
TOTAL		59

Discipline-Specific Field Periods		
ASL 374	Interpreting Field Period I	3
ASL 474	Interpreting Field Period II (140 hrs-shadow)	3

Core	38
Field Periods	6
Electives	12
TOTAL	121

Spanish

Languages enhance a liberal arts education and are important for careers in government, industry, nursing, social work, education, criminal justice, 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, Italy, 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 207	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.*

Environmental Studies Minor

With its focus on environmental literacy, the minor in environmental studies provides an interdisciplinary foundation for students in a variety of majors who wish to develop an understanding of environmental issues, or whose professional credentials might be augmented by familiarity with multidisciplinary perspectives on the environment. Because environmental issues are complex and multi-faceted, requiring acquaintance with a variety of disciplinary perspectives and bodies of knowledge, the program provides students with experience in integrating multiple disciplinary perspectives and applying them to specific environmental problems, situations, or issues in real-world settings. Employers in the private and public sector will increasingly need employees with a background and understanding of environmental issues. This minor program would be an excellent complement to existing Keuka majors in organizational communication, management, marketing, the natural sciences, education, social work, or liberal arts majors such as English, sociology, or political science and history.

Requirements for a Minor in Environmental Studies

ENV	105	Environmental Studies*+	4
INS	301	Integrative Studies II: Environment	3
EVS	390	Environmental Studies Field Period	3

Choose one of the following courses:

BIO	134	Organisms and the Environment*	4
CHM	111	General Chemistry I*	4
ENV	337	Ecology and Evolution	4
ENV	370	Botany	4

Complete three of the following courses, each with a different disciplinary prefix. At least one must be at the 300-level or above:

ECO	211	Microeconomics*	3
ENG	215	Environmental Literature*	3
PHL	215	Environmental Ethics*	3
SOC	245	Environmental Sociology	3
GEO	301	Geography	3
BIO/ ENV	337	Ecology and Evolution	4
BIO/ ENV	370	Botany	4

**Meets College general education requirements.*
+Students with a major in one of the Natural Sciences may substitute BIO 134 for ENV 105.

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 294	Field Period in Visual Arts	
ART 315	Drawing II	3
ART 325	Painting II	3
ART 385	Applied Aesthetics: Visual and Verbal Art	
or		
ENG 385		3
ART/ENG 394	Field Period in Visual and Verbal Arts	3
ART/ENG 445	Senior Project in Visual and Verbal Art	3
COM 321	Media Writing	3
COM 350	Digital Publishing	3
ENG 218	Creative Writing	3
ENG 301	Creative Writing Workshop	3
ENG 319	Writing Expository Prose	3
XXX	Foreign Language	3-12
Complete one of the following clusters:		9
Cluster 1: Computer Applications		
CMP 120	Introduction to Computer Applications	3
CMP 265	Computer Visual Design	3
CMP 335	Webpage Design	3
Cluster 2: Verbal Art		
ENG 313	Children's Literature	3
ENG 340	Poetry Studies	3
ENG 342	Narrative Studies	3
Cluster 3: Advertising		
MKT 220	Principles of Marketing	3
MKT 250	Principles of Advertising I	3
MKT 310	Marketing Planning	3
Cluster 4: Fine Arts		
3 additional art courses beyond those required listed above.		9
TOTAL CREDIT HOURS		57-66
Elective:		
ART/ENG 460	Internship in Visual and Verbal Art	3-12

**Meets Fine Arts core requirements.*

Requirements for a Minor in Visual and Verbal Art

ART 101	Foundations of Art and Design	3
ART 201	History of Western Art*	3
ART 205	Visual Design	3
ART 385	Applied Aesthetics	3
ENG 218	Creative Writing	3
ENG 319	Writing Expository Prose	3
TOTAL CREDITS		18

**Meets College core requirements.*

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

Note: Keuka College no longer accepts applications for the theatre and drama major.

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 creates 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
XXX	Foreign Language	3-12

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

THR 364	Field Period: General Theatre and Drama Field Period	3
THR 464	Field Period: Specialized Theatre and Drama Field Period	3

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

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 courses in music offer 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 College 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: Michael Keck, 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, mathematics, and adolescent mathematics education. The bachelor of science degree is given in medical technology, environmental science, 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 D.C. from New York Chiropractic College. The College has also established an articulation agreement with the Doctor of Physical Therapy Program at Utica 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, physical therapy, ecology, education, medicine, microbiology, pharmacology, physical therapy, physiology, plant sciences, public health, zoology, and research.

Adolescent Biology Education

Students majoring in adolescent biology education prepare for careers in teaching biology at the junior and senior high school level. Requirements can be found under "Requirements for Adolescent Education," as described in the education section.

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	207	Microbiology	4
BIO	234	Cell and Developmental Biology	4
BIO	318	Genetics	4
BIO	370	Botany	4
BIO	380	Biostatistics	3
BIO	390	Junior Seminar in Natural Science	3
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	310	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	342	Mammalian Anatomy	4
BIO	351	Vertebrate Physiology	4

Choose one of the following courses:

BIO	310	Immunology	3
BIO	343	Neuroanatomy and Physiology	4
BIO	353	Cell and Molecular Biology	4
CHM	315	Analytical Chemistry	4
CHM	320	Advanced Biochemistry	4
TOTAL CREDITS			71-72

**Meets College general education 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	207	Microbiology	4
BIO	234	Cell and Developmental Biology	4
BIO	305	Animal Diversity	4
BIO	318	Genetics	4
BIO	370	Botany	4
BIO	380	Biostatistics	3
BIO	390	Junior Seminar in Natural Science	3
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	310	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	337	Ecology and Evolution	4
BIO	342	Mammalian Anatomy	4
BIO	351	Vertebrate Physiology	4
TOTAL CREDITS			72

**Meets College general education 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	134	Organisms and the Environment	4
ENV	105	Environmental Science*	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 general education 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, 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	4
BIO	370	Botany	4
BIO	380	Biostatistics	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	310	General Biochemistry	4
CHM	315	Analytical Chemistry	4
CHM	320	Advanced Biochemistry	4
CHM	328	Introduction to Physical Chemistry	4
CHM	390	Junior Seminar in Natural Science	3
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			80

**Meets College general education 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	310	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 general education requirements.*

Requirements for a Minor in Forensic Chemistry

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	315	Analytical Chemistry	4
CRM	101	Introduction to Criminology/ Criminal Justice	3
CRM	221	Criminal Investigation	3

Recommended electives:

CRM	301	Criminal Law	3
FP	290	Field Period in a Forensics Lab	3

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
BIO	318	Genetics	4
BIO	380	Biostatistics	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
ENV	337	Ecology and Evolution	4
ENV	351	Biogeochemistry	4
ENV	360	Limnology	4
or			
ENV	331	Ornithology	4
ENV	370	Botany	4
ENV	390	Junior Seminar in Natural Science	3
ENV	450	Senior Seminar in Natural Science	2
ENV	490	Environmental Science Field Period	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			78

**Meets College general education requirements.*

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. This exam also serves as the New York State licensure exam. 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. Most Keuka students matriculate into the Medical Technology program at the Rochester General Hospital School of Medical Technology, with whom we have a 3 + 1 affiliation agreement. Students are admitted to the RGH medical technology program on a competitive basis. While Rochester General has no formal minimum GPA requirement for admission, most successful students have a grade point average above 3.0 for their college coursework. Final admissions decisions for the clinical year are made by the medical technology program, not Keuka College.

Requirements for a Major in Medical Technology

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	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	310	General Biochemistry	4
Choose one of the following courses:			3-4
MAT	106	Calculus I*	4
BIO	380	Biostatistics	3
Choose one of the following courses:			3
INS	301	Integrative Studies II: Values & Ethics	
PHL	115	Ethics	
Complete one of the following courses:			3-4
BIO	310	Immunology	
BIO	342	Mammalian Anatomy	
BIO	351	Vertebrate Physiology	
BIO	353	Cell and Molecular Biology	
CHM	315	Analytical Chemistry	
CHM	328	Introduction to Physical Chemistry	

CHM 320	Advanced Biochemistry	
Clinical Requirement:		
One year at an accredited school of medical technology		34
TOTAL CREDITS		86-88

**Meets College general education 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

MAT 103	Elementary Probability and Statistics	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 321	Differential Equations	3
MAT 330	Abstract Algebra	3
MAT 361	Real Analysis	3
MAT 405	Senior Seminar	3
PHY 201	General Physics I	4
PHY 202	General Physics II	4
One elective in mathematics approved by the mathematics faculty at the 300 level or above		3
TOTAL CREDITS		41

**Meets College general education requirements.*

Adolescent Mathematics Education

Students majoring in adolescent mathematics education prepare for careers in teaching mathematics at the junior and senior high school level. Requirements can be found under "Requirements for Adolescent Education," as described in the education section.

Requirements for a Minor in Mathematics

MAT 106	Calculus I*	4
MAT 207	Calculus II	4
MAT 210	Calculus III	4
MAT 245	Transition to Abstract Mathematics	3
Complete 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 general education requirements.*

Requirements for a Minor in Applied Mathematics

MAT 103	Elementary Probability and Statistics	3*
or		
BIO 380	Biostatistics	3
MAT 106	Calculus I	4*
MAT 207	Calculus II	4
MAT 210	Calculus III	4
Choose any two of the following:		
MAT 230	Linear Algebra	3
MAT 321	Differential Equations	3
MAT 309	Probability	3
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 members work 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	207	Microbiology	4
BIO	234	Cell and Developmental Biology	4
BIO	318	Genetics	4
BIO	380	Biostatistics	3
BIO	390	Junior Seminar in Natural Science	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	310	General Biochemistry	4
MAT	106	Calculus I*	4
PHY	201	General Physics I	4
PHY	202	General Physics II	4
PSY	101	Introduction to Psychology*	3

*Credits for CHM 111, MAT 106, and PSY 101 are counted within the general education 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	5
Gross Anatomy I	5
Gross Anatomy II	5
Gross Anatomy III	5
Principles of Biochemistry	3
Biochemistry of Nutrition and Metabolism	2
Neuroscience I	5
Neuroscience II	5
Systems Physiology	5
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	370	Botany	4
BIO	450	Senior Seminar in Natural Sciences	2

Choose one of the following courses: 3-4

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 12-13

**Meets College general education 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

Interim Chair: Debra Gates, DNP, NP-C

Nursing applicants must have a current unrestricted registered professional nursing license (RN) and be employed in a nursing position.

Adult students in the nursing program must complete a Field Period (see experiential learning section for more details on the Field Period) as their capstone project. Other requirements:

• Credit deficits not to exceed 18 credit hours. For nursing, the maximum 18-hour credit deficit refers to credit in addition to the prerequisite courses, BUS 320 (Statistics) and PHL 115 (Ethics).

Nursing applicants must hold the equivalent of an A.A.S. degree in nursing (60 transferable college credits) with a GPA of 2.5 or above. Conditional admission will be granted on a case-by-case basis. Conditional admission permits the student to recognize that additional time and money beyond the major coursework will be required for degree completion. The student agrees to return an educational plan that demonstrates how graduation requirements will be fulfilled to the Center for Professional Studies. The advisor and student will work out a plan to help meet those graduation requirements.

Student Progression Policy

Students in the baccalaureate program for registered professional nurses must successfully complete the two prerequisite courses, Ethics and Statistics before beginning INS 301H.

Students must successfully complete INS 301H, the foundation course for the nursing program, before proceeding with the nursing courses.

In keeping with College policy, students may retake a failed course only once. Students who have two existing failures of nursing courses will be suspended from the nursing program (not the college) and must be approved for progression by the nursing faculty. Students reserve the right to appeal the suspension.

Nursing students must earn a grade of C or higher in all nursing courses and prerequisites.

The baccalaureate and masters nursing programs at Keuka College Division of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE address is:
Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036
Telephone: (202) 887-6791

For more information, contact the Center for Professional Studies.

Requirements for a Major in Nursing *program delivered by A.S.A.P.

INS	301	Integrative Studies II: Adult Learning Theory and Practice
NUR	316	Nursing History
NUR	317	Professional Development
NUR	315	Nursing Research
NUR	300	Health Assessment
NUR	311	Genetics in Nursing
NUR	309	Family Health Nursing
NUR	303	Epidemiology
NUR	415	Community Health Nursing
NUR	400	Business Planning for Health Care
NUR	425	Nursing Leadership
NUR	430	Professional Practice Issues
NUR	491	Senior Field Period

M.S. in Nursing

The Master of Science degree in nursing, with a concentration in nursing education, is designed to prepare teachers of nursing. This is an accelerated program with classes offered one evening a week. The program has a total of 37 credits, 25 in core content and 12 in the education component. Within the education component is a 3-credit internship. The last class requires the presentation of an evidence-based practice/action research project.

Applicants must have a baccalaureate degree from an accredited nursing program, a minimum GPA of 3.0, evidence of "jurisdiction acceptable" unrestricted New York state licensure as a registered professional nurse and be currently working full- or part-time as a nurse. Writing skills and computer literacy will also be considered for admission.

For more information, contact the Center for Professional Studies.

Requirements for a Major in Nursing *program delivered by A.S.A.P.

NUR 500 Issues and Trends in Leadership and Management I
NUR 510 Nursing Theory and Research
NUR 550 Advanced Health Assessment
NUR 520 Nursing Informatics
NUR '530 Issues and Trends in Leadership and Management II
NUR 560 Advanced Pathophysiology / Pharmacology I
NUR 570 Advanced Pathophysiology / Pharmacology II

Educator's Track

NUR 620 Philosophy and Theories of Teaching and Learning
NUR 630 Teaching and Learning Environments and Governance
NUR 640 Teaching and Learning Methods
NUR 710 Education Internship
NUR 750 Professional Seminar /Capstone

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
OCC 353 Occupational Development in Later & Older Adults 3
OCC 363 Occupational Dysfunction in Later & Older Adults* 3
PSY 251 Psychology of Adulthood and Aging 3

DIVISION OF OCCUPATIONAL THERAPY; (DAISY MARQUIS JONES PROGRAM IN OCCUPATIONAL THERAPY)___

Chair: Victoria Smith, Ed.D., M.B.A., O.T.R.

Occupational therapists help people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations). Common occupational therapy interventions include helping children with disabilities to participate fully in school and social situations, helping people recover from injury to regain skills, and providing support for older adults experiencing physical and cognitive changes.

Occupational therapists can be found working in schools, hospitals, rehabilitation centers, skilled nursing facilities, private practice, psychiatric facilities, out-patient clinics and home care agencies. In addition, there are emerging practice areas, such as:

- consulting on home and building designs to assure accessibility,
- providing driver evaluations and training to a variety of populations,
- consulting with business and industry on ergonomics and health maintenance strategies,
- developing assistive devices and consult on technology,
- working with community and public health agencies.

The Occupational Therapy Division of Keuka College is committed to developing innovative, self-starting, evidence-based practitioners who are capable of promoting best practice within client-centered environments while enhancing the quality of life for consumers, clients, and patients through occupation. The division supports and enhances knowledge for practitioners who are committed to ongoing professional development in traditional and non-traditional educational formats.

The philosophy of the Occupational Therapy Program at Keuka College follows the unique principles of both Keuka College and the occupational therapy profession. At Keuka College, we embrace the foundation of being a national leader in experiential education, which emphasizes innovative hands-on learning experiences in and out of the classroom settings while combining fundamental education in liberal arts and professional studies.

The development of occupational therapy skills is founded in the belief of a reflective education process, which allows students to reflect on experiences in order to enhance the learning process.

The principles guiding our curriculum include the belief that occupations are activities that bring meaning to the daily lives of individuals. These occupations enable individuals to participate in society and promote individual, community and population health. This is the core of occupational therapy practice, education, research, and advocacy. The driving forces for the development and support of future professionals is to provide an educational process that recognizes and studies people as occupational beings, provides a foundation for students to practice using evidence-based resources, and creates leaders who can become active participants in our changing society.

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, providing that the student has completed the necessary courses and there is space available in the program. The fifth year of study consists of one summer and two academic semesters, which includes two full-time fieldwork level II experiences.

Academic Curriculum

Occupational therapy is a competitive, medical-based profession that requires a strong academic curriculum in order to meet the needs of professional accreditation and public accountability. The curriculum focuses on the disciplines of anatomy, neuroscience, psychology, research, and sociology. The curriculum design leads students through the process of becoming future professionals through teaching the core concepts of occupation, leadership, and clinical and community-based practice.

Clinical Practice Experience

The students in the occupational therapy program engage in practice opportunities throughout their five years of education. Each January during the undergraduate phase of their education, students have the opportunity to spend two, two-week experiences or 140 hours annually in a variety of traditional and non-traditional settings. In addition, students complete two, three-month clinical practice experiences (fieldwork level II) during the graduate year. The fieldwork level II experiences are the culminating learning experiences in becoming an occupational therapist and must be successfully completed within one year of successful completion of the graduate year academic course requirements.

The occupational therapy program is accredited through 2018 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at:

ACOTE
c/o Accreditation Department
American Occupational Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (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 exam, the graduate will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. 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 the fourth year of study in the five-year B.S./M.S. program in occupational science/occupational therapy.

Admission Policy

Students planning to major in occupational therapy should declare this intent during the admissions process. Students may be considered for transferring into the program as a freshman or sophomore through the approval of the Chair of Occupational Therapy. Transfers will be accepted per seat or space availability in the program. The Office of Admissions conducts all processing of external transfer applications. Students from other colleges and universities who are interested in this major and who wish to transfer, must meet the academic and course requirements of the program in relation to the year they request to enter.

Retention, Probation, Dismissal, and Appeal Process

Retention:

To remain in good standing in the Division of Occupational Therapy, students enrolled in the undergraduate program must meet all of the following conditions:

- have a cumulative GPA of 2.67 or better. A cumulative GPA requirement of 3.00 or better applies to freshmen beginning fall 2012,
- receive a grade of C or better in all prerequisite and required support courses,
- receive a grade of C or better in all required occupational science courses,
- Demonstrate appropriate professional behaviors within the academic, practice and community environments as articulated in the Division of Occupational Therapy student handbook.

Probation/Dismissal:

Students who are unable to meet the retention conditions will receive notification from the division chair and be placed on divisional probation. Students placed on divisional probation for grades or GPA conditions will be allowed one semester to meet the divisional retention standards. A student may only be placed on divisional probation twice. Students placed on probation due to professional behaviors are subject to longer terms of probation. The division chair will document and notify the student regarding the conditions of professional· behavior probation. Students meeting the conditions for all levels of probation will be returned to good standing. Failure to return to good standing will result in the student's dismissal from the division. Decisions relevant to retention, probation, dismissal, and appeal process do not impact the student's standing at the college.

Appeal Process:

Students retain the right to appeal all decisions and actions of the

Occupational Therapy Division. 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 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 the 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,
- 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.

Admission into the Master of Science in Occupational Therapy Program

The rigors of graduate education require that students are 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 occupational therapy education, students must meet the follow conditions:

- Completion of Keuka College's undergraduate degree in occupational science with a cumulative grade-point-average of at least 3.00. Courses cannot be repeated to increase GPA after the bachelor's degree is completed and conferred,
- Demonstrate professional behaviors as articulated in the Division of Occupational therapy's student handbook,
- Satisfactory completion of the required eight clinical practice experiences through the Field Period and fieldwork level I experiences.

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 cumulative GPA of 2.67 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
PHL	115	Ethics*	3
PSY	101	Introductory Psychology*	3
PSY	336	Abnormal Psychology	3
SOC	101	Introduction to Sociology*	3
SS	231	Statistics for Social Science*	3
SS	232	Research Methods for the Health Sciences	3
FP	290	Field Period**	9
TOTAL CREDITS			39

**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 cumulative GPA of 2.67.

Required Professional Courses:

OCC 137	Interactive Reasoning in Occupational Therapy	3
OCC 220	Occupation and Self	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 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 II	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.*

Students who successfully complete the bachelor of science degree in occupational science at Keuka College with a cumulative G.P.A. of at least 3.0 and meet professional standards will be eligible to enroll in the master of science degree program in occupational therapy.

OCC 501	Level II Fieldwork	8
OCC 502	Level II Fieldwork	8
OCC 511	Action Oriented Research I	5
OCC 513	Advanced Theory	3
OCC 515	Leadership and Management I	3
OCC 531	Action Oriented Research II	3
OCC 535	Leadership and Management II	3

Requirements for the Major in Occupational Science*

*Applies to Freshmen beginning fall 2012

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 cumulative GPA of 3.00, 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 102	Intro to the SCience of Life	4
BIO 203	Anatomy &.Physiology I*	4
BIO 222	Applied Anatomy	4
BIO 343	Neuroanatomy	4
PHL 115	Ethics*	3
PSY 101	Introductory Psychology*	3
PSY 123	Introductory Human Development*	3
PSY 336	Abnormal Psychology	3
SOC 101	Introduction to Sociology*	3
SS 231	Statistics for Social Science*	3
SS 232	Research Methods for the Health Sciences	3
FP 290	Field Period**	9
TOTAL CREDITS		46

**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 cumulative GPA of 3.00.

Required Professional Courses:

OCC 120	Introduction to Occupational Therapy	3
OCC 225	Occupational Science	3
OCC 331	Pediatric Medical Conditions	3
OCC 332	Adult Medical Conditions	3
OCC 334	Professional Development I	1
OCC 335	Professional Development II	1
OCC 341	Pediatric Medical Application	4
OCC 342	Adult Medical Application	4
OCC 343	Mental Health Application	4
OCC 355	Theory Development & Application 3	
OCC 425	Occupations Across the Lifespan	3
OCC 430	Clinical Skills I	3
OCC 431	Clinical Skills II	3
OCC 434	Professional Development III	1
OCC 435	Professional Development IV	1
OCC 441	Pediatric Community Application	4
OCC 442	Adult Community Application	4
OCC 443	Mental Health Community Application	4
OCC 455	Managerial Roles	3
OCC 460	Integration Lab Across the Lifespan	4
OCC 490	Occupational Science (Level 1.a and 1.b) Field Period**	3
TOTAL CREDITS		62

***Meets College Field Period requirements.*

Students who successfully complete the bachelor of science degree in occupational science at Keuka College with a GPA-of at least 3.00 and meet professional standards will be eligible to enroll in the master of science degree program in occupational therapy.

OCC 501	Level II Fieldwork	8
OCC 502	Level II Fieldwork	8
OCC 521	Scholarly Projects I	3
OCC 522	Scholarly Projects II	3
OCC 530	Clinical Skills III	4
OCC 555	Global Advocacy	3
OCC 560	Clinical Capstone	3
TOTAL CREDITS		32

DIVISION OF SOCIAL WORK

Chair: Stephanie Craig, LCSW R

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.

Social work is repeatedly cited by employment sources as one of the fastest growing career fields.

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.

Accelerated Studies for Adults Program Social Work Curriculum

The social work program is also offered through the Accelerated Studies for Adults Program (ASAP). This format is designed to serve the educational needs of full-time working adults with previous college experience who wish to complete their baccalaureate degree.

There are no social work electives or Field Period. The experiential learning outcomes are met through the senior practice and through the curriculum emphasis on experiential learning.

For more information, contact the Center for Professional Studies at *www.keuka.edu/asap*.

Students enrolled in Keuka's traditional semester-long programs are not eligible to enroll, or take courses in ASAP.

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 to, and challenge, 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, Hillside Family of Agencies, Finger Lakes Addictions Counseling and Referral Agency, Yates County ARC, Strong Memorial Hospital, F.F. Thompson Hospital, Ontario County Department of Social Services, 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			**45**
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 302	Social Work Research Methods	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 five courses:

SWK 209	Early Childhood Perspectives in Disabilities	3
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

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.*

(The program does not grant social work course credit for life or previous work experience.)

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.

COURSE DESCRIPTIONS
LA = Liberal Arts

General Education Requirement Key:

CC	*Class Cultures*
CS	*Community and Society*
EI	*Ethical Inquiry*
EL	*Experiential Learning*
EM	*Empirical Investigation*
FP	*Fine and Performing Arts*
IN	*Interconnectedness*
OC	*Cultural Contexts: Our Culture*
PN	*Physical/Natural World*
QM	*Quantitative/Mathematical Reasoning*
SI	*Self and Individual*
VA	*Verbal Arts*
WL	*Wellness*
WO	*Written/Oral Communication, Information Literacy*

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, performance 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 001 Senior Internship Workshop
Prerequisite: Senior standing or consent of the ASL faculty. To be taken the semester before enrolling in ASL 450 Internship in American Sign Language. This workshop will address the goals, objectives, and documentation requirements for the senior internship. It will also assist students in locating and contacting an internship site, completing the necessary approval, paperwork, and background checks, and arranging for housing as needed. (0)

ASL 002 Interpreting Internship Workshop
Pre- or corequisite: ASL 375. This workshop will address the goals, objectives, and documentation requirements for the Interpreting Internship (a 12-credit course). It will assist students in locating and contacting an interpreting internship worksite where students will be working with an interpreter certified through the Registry of Interpreters for the Deaf, Inc. (RID), or the National Association of the Deaf (NAD). Additionally, the workshop will assist students in identifying objectives for the internship and how students will be evaluated, completing the necessary paperwork for approval and required background checks, and arranging for housing as needed. (0)

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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

ASL 112 American Sign Language II
Prerequisite: a grade of C- or better in ASL 111 or by placement. 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.) **(LA)** (3)

ASL 211 American Sign Language III
Prerequisite: a grade of C- or better in 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.) **(LA)** (3)

ASL 212 American Sign Language IV
Prerequisite: a grade of C- or better in ASL 211 or by placement. 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.) **(LA)** (3)

ASL 265 Introduction to Interpreting
Pre- or corequisite: ASL 211. Introduction to the theory, practice, and criticism of interpretation and transliteration: simultaneous and consecutive, and to interpreting as a discourse process. Study includes various models of the interpreting and transliterating processes, problems of linguistic and communicative equivalence, historical foundations, the role of Deaf community interaction in developing ASL processing speed and bicultural affiliation, knowledge and skills, as well as professional issues. Students analyze spoken and signed texts for both meaning and form and develop strategies to more accurately receive verbal, nonverbal, visual and auditory information. (Offered every fall.) (3)

ASL 275 Interpreting I
Prerequisite: a grade of C- or better in ASL 265 and a grade of C- or better in ASL 211 or by placement. Introduction to the analysis and production aspects of ASL-to-English interpretation. Designed as a lecture/lab course, students develop the composition aspect of the consecutive interpreting process and begin to analyze the differing linguistic techniques for achieving the same communication function in ASL and English. Students analyze texts using a Goal-to-Detail information management system and practice a variety of visualization techniques. This course builds a foundation based on the interpreting tasks identified by the Conference of Interpreter Trainers (CIT) including text analysis, decision-making, image search, vocabulary/phrase search, nonverbal behavior search, role shifting, addition, subtraction, deletion and omission with emphasis on register, topic shift, pronominalization, and affect. Students are introduced to peer feedback and self-analysis. (Offered every spring.) (3)

ASL 295 Introductory Topics in ASL

ASL 311 American Sign Language V
Prerequisite: a grade of C- or better in ASL 212 or by placement. 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.) **(LA)** (3)

ASL 312 American Sign Language VI
Prerequisite: a grade of C- or better in ASL 311 or by placement. 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.) **(LA)** (3)

ASL 318 Finger Spelling and Numbers
Prerequisite: a grade of C- or better in ASL 211 or consent of instructor. This course is intended for students who need focused practice to improve both comprehension and production skills in finger spelling and numbers used within ASL conversational contexts at the intermediate and advanced levels. Receptive skills focus on whole word phrase recognition and finger spelling/ number comprehension in context. Expressive skills focus on the development of speed, clarity, and fluency. The course includes review of rules governing use of finger spelling within ASL and the use of finger spelling to support and reinforce English vocabulary recognition within educational contexts. (Offered every even-year spring semester.) **(LA)** (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, morphology, syntax, semantics, grammar, and discourse. Examination of bilingual and bicultural practices, sociolinguistics, and related research. Assessment: written examination. Course will be taught in ASL. (Offered every odd-year spring semester.) **(LA)** (3)

ASL 325 Discourse Analysis
Pre- or co-requisite: ASL 320 or consent of instructor. In the Interpreting profession it is the job of interpreters to determine the meaning of the source language message so they can interpret into the target language. This requires understanding how communication is structured within different social situations. This course provides an introduction to discourse analysis of both ASL and English texts. Students will study general discourse issues, such as the structures of conversations, as well as topics specific to the use of ASL and spoken English. Students will view video samples of texts that share the same topic but are presented in both English and ASL so they can differentiate how these two languages present ideas differently. Through the process of analysis the student will further deepen their awareness and appreciation for various strategies used by Deaf and hearing presenters (discourse strategies). Discourse Analysis is used to isolate and reinforce foundation skills in the interpreting process. (3)

ASL 350 Deaf Literature
Pre- or co-requisite: ASL 212. 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 spring semester.)

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.) **(LA)** (3)

ASL 365 Interpreting II
Prerequisite: acceptance into the interpreting program and a grade of C- or better in ASL 275 and ASL 212 or by placement. Designed as a lecture/lab course, students continue to develop the technique of consecutive interpreting as a tool for increasing schema, visualization, message equivalence and as a practice form for simultaneous interpreting. Students will expressively and receptively interpret from recorded texts in a consecutive format, and will gradually transition to simultaneous interpreting. In the lab, students will analyze tests for register, style and effect; practice consecutive interpretations of pre-analyzed monologues and dialogues; and practice consecutive interpretations of unfamiliar material. The students will continue to apply the concepts of peer feedback and self-analysis. (Offered every fall semester.)

ASL 374 Interpreting Field Period I
Prerequisite: acceptance into the interpreting program and a grade of C- or better in ASL 365 and ASL 311 (or by placement). Introductory observation of interpreters in authentic interpreting situations. In addition to individual goals, students will investigate ethics, certification, licensure, and legislation which affects the profession of interpreting. Emphasis on specialized settings in which interpreter expects to function. Student will choose from a range of interpreting settings and situations such as deaf/blind, hospital/ medical, religious, social work/welfare, education, and community based. (Offered every January and summer semesters.) (3)

ASL 375 Interpreting III
Prerequisite: acceptance into the interpreting program and a grade of C- or better in ASL 365 and ASL 311 (or by placement). Designed as a lecture/lab course, this course concentrates on the production aspects of spontaneous ASL to-English and English-to-ASL interpreting. Students incorporate linguistic and functional text analyses into their consecutive interpreting performances. Students are introduced to team interpreting techniques including the open interpreting model where both teamed interpreters feed each other in full view of the Deaf consumer. Students work with recorded messages and with guest speakers in interpreting situations that include monologues, dialogues, interviews and group discussions. Emphasis is on accurate and fluent interpretations and on learning troubleshooting strategies to ensure accurate voicing. (Offered every spring 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 enhance proficiency in ASL, expand ASL vocabulary, employ ASL grammar, and deepen his/her understanding of Deaf culture through direct engagement with members of the Deaf community. Students will develop a life learning plan that incorporates continued involvement with the Deaf community beyond graduation. The focus of this field period is to increase knowledge of ASL and Deaf culture through experience with the Deaf on-site. (Offered every summer and January. **(LA)** (3)

ASL 399 Independent Study
Prerequisite: Consent of instructor. (Offered every semester as needed). (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 465 Interpreting IV
Prerequisite: acceptance into the interpreting program, a grade of C- or better in ASL 375 and ASL 312 (or by placement). Designed as a lecture/lab, this course concentrates on the successful interpretation of texts within a simultaneous interpreting framework. Students incorporate linguistic and functional text analyses into simultaneous interpretations, work with both recorded material and guest speakers, and are introduced to the techniques of relay (Deaf intermediary) interpreting. Students are expected to produce accurate and fluent simultaneous interpretations and increasingly difficult monologues, dialogues, interviews and group discussions. Students are introduced to transliteration, producing accurate and fluent transliterations over a variety of topics.
(Offered every fall semester.) (3)

ASL 474 Interpreting Field Period II: Interpreting in Specialized Settings
Prerequisites: ASL 374 and a grade of C- or better in ASL 312 and ASL 375 (or by placement). Off-campus educational opportunity that allows the student to observe interpreters in authentic, specialized interpreting situations. To fulfill this Field Period the student must spend at least 140 hours shadowing a practicing, RID or NAD certified interpreter. (Offered every January or summer semester.) (3)

ASL 480 Professional Interpreting Issues
Prerequisites: a grade of C- or better in ASL 465; corequisite ASL 485. All students enrolled in ASL 485 will meet with the internship instructor for purposes of discussion, support and problem solving. Techniques for stress management and personal health will be covered as well as financial record-keeping and management. (Offered every spring semester.) (2)

ASL 485 Level II Interpreting Internship
Prerequisite: a grade of C- or better in ASL 465. To be taken concurrently with ASL 480. A practical experience in an approved clinical setting at which the student will interpret under the guidance and supervision of an on-site interpreter certified by the Registry of Interpreters for the Deaf, Inc. (RID) or the National Association of the Deaf (NAD). Students will keep a log to record their interpreting experiences and a journal to reflect on these experiences. Internships require the time commitment or the equivalent of 12 weeks of full-time employment. An additional course fee will be charged. (Offered every spring semester.) (12)

ASL 494 American Sign Language Field Period
Prerequisite: ASL 394; senior standing or consent of the adviser. Off-campus experiential education opportunity that allows the student to enhance proficiency in ASL, expand ASL vocabulary, employ ASL grammar, and deepen his/her understanding of Deaf culture through direct engagement with members of the Deaf community. Students will develop a life learning plan that incorporates continued involvement with the Deaf community beyond graduation. The focus of this field period is to increase knowledge of ASL and Deaf culture through experience with the Deaf on-site. (Offered every summer and January.) (3)

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 topic. (Offered as needed.) **(LA)** (3)

Art

ART 101 Foundations of Art and Design
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 fall semester.) **(LA) (FP)** (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.) **(LA) (FP)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

ART 250 Graphic Design
Prerequisite: None. Graphic design is a creative process that combines art and technology to communicate messages and ideas through visual media. This course introduces students to the elements and principles of graphic design, and their application to a variety of contexts and modes of communication. Digital and traditional tools are applied through the development of technical skills in layout and design, spatial relationships and color, typography, and print production. The course includes strategies for idea generation and concepts in visual problem-solving to shape and convey a visual message. Also listed as COM 250(Offered every odd spring semester.))
(LA) (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.)
(LA) 8(3)

ART 281 Digital Photography
An introductory course in digital photography. Focuses on the making of images and the interpretation of their characteristics, in terms of both subject and form. Includes the post-production work needed to bring images to an audience electronically. Students are to supply their own digital camera, batteries, memory cards and any necessary hardware accessories or software accessories to make the camera functional. (Offered as needed).
(LA) (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. An additional course fee will be charged. (Offered every fall semester.) **(LA)** (3)

ART 294 Field Period in the Visual and Verbal Arts
Prerequisite: none. 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 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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

ART 317 Art Education Workshop
Art integration in the elementary curriculum. This course explores ways to use the arts to teach reading, writing, social studies, science, and math. (Offered every odd spring.) **(LA)** (3)

ART 321 Advanced Studio Problems
A theme-oriented studio course related to the individual interests of advanced students. (Offered as needed.) **(LA)** (3)

ART 325 Painting II
Prerequisite: ART 225. Painting exercises geared to individual needs and creative development. (Offered every even-year spring semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 102 Introduction to the Science of Life
Prerequisite: none. An introduction to the chemistry of life, to cell and developmental biology and to genetics provides a basis for a survey of the organ systems of humans and other mammals. Some emphasis will be placed on neuroendocrine control and the biology of skeleton and muscle including biomechanics. Not appropriate for natural science majors. Lecture and laboratory. (Offered every fall semester.) **(LA)** (4)

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 fall semester.) **(LA)** (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 spring semester.) **(LA)** (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.) **(LA) (PN)** (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.) **(LA) (PN)** (4)

BIO 204 Anatomy and Physiology II
Structure, function, and interrelationships of vertebrate organ systems; lecture and laboratory. (Offered as needed.) **(LA)** (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 spring semester.) **(LA)** (4)

BIO 208 Life and the Universe
Prerequisites: completion of quantitative and mathematics general education 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 spring semester.) **(LA) (PN) (EM)** (3)

BIO 222 Applied Anatomy
Prerequisite: grade of C or higher in BIO 203 or consent of instructor. 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.) **(LA)** (4)

BIO 234 Cell and Developmental Biology
Prerequisite: BIO 135 or BIO 208. An examination of the relationship between cells, genes and organismal development. Includes experience in information literacy of the natural sciences and exploration of ethical questions about the applications of biotechnology. Students will perform guided research projects and present their results in oral and written form. Lecture and laboratory.
(Offered every fall semester.) **(LA)** (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.) **(LA)** (1-4)

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 even spring semester.) **(LA)** (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.) **(LA)** (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 every even fall semester.) **(LA)** (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 as needed.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 as needed.) **(LA)** (4)

BIO 331 Ornithology
Prerequisite: BIO 234 and CHM 111 or BIO 208 and ENV 105. Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory. (Offered spring semesters) **(LA)** (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.) **(LA)** (4)

BIO 342 Mammalian Anatomy
Prerequisites: BIO 134, BIO 135, CHM 111, CHM 112. Students will examine the anatomy of the mammal, with a focus on human anatomy. The course is designed to serve as a pre-gross anatomy course for students planning to continue graduate study in the biological sciences or medical school. The course will include detailed description/examination of tissue histology and the anatomy of major organ systems, including dissections and possible visits to a gross anatomy lab and autopsies. Three hours of lecture and one 3-hour laboratory per week. (Offered every even spring semester.) **(LA)** (4)

BIO 343 Neuroanatomy and Physiology
Prerequisite: grade of C or higher in BIO 222 or BIO 234 or consent of instructor. Detailed study of the development, morphology, internal configuration, function, and pathological defects of the central nervous system.
(Offered every fall semester.) **(LA)** (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.) **(LA)** (4)

BIO 353 Cell and Molecular Biology
Prerequisites: BIO 234, CHM 310. Detailed treatment of ultrastructure and function of eukaryotic cells is balanced with the study of cellular function at the molecular level that includes bioenergetics, metabolic regulation, cell signaling, and membrane phenomena. Students also develop an appreciation for appropriate techniques and current literature; lecture and laboratory. (Offered every odd spring semester.) **(LA)** (4)

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 as needed.) **(LA)** (4)

BIO 370 Botany
Prerequisite: ENV 105 or BIO 134. An introduction to plant biology. Topics include structure and function, development, reproduction, ecology, and the impact of plants on society. Consideration will be from the cell to the whole plant and from ecosystems to global processes. Laboratory and field work are required. Also listed as ENV 370. (Offered every fall semester.) **(LA)** (4)

BIO 380 Biostatistics
Prerequisites: BIO 134 or BIO 135; MAT 102. Application of statistical techniques to scientific research in the environmental and health-related fields, including medicine, biology, public health, and the environmental sciences and the development of new tools to study these areas. This course is an introduction to the most frequently used parametric and non-parametric techniques for analyzing biological data. The design of experiments, methods of sampling, and the presentation of data will also be covered. Assignments will involve manual calculations and the use of statistical software. (Offered every fall semester.) **(LA)** (3)

BIO 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, BIO 234 (C- or better), CHM 207 (C- or better), 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, biochemistry or environmental science. Also listed as CHM 390 and ENV 390. (Offered every fall semester.) **(LA)** (3)

BIO 398 Undergraduate Research
Prerequisite: consent of instructor. Opportunity for students to conduct investigative study in the laboratory and/or field or to perform some type of creative work not covered by other courses. The student will work with a faculty member to develop a research proposal, and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The course will culminate with the preparation of a research report. May be repeated. Also listed as CHM 398 and ENV 498. (Offered every semester.) **(LA)** (1-4)

BIO 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) **(LA)** (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.) **(LA)** (2)

BIO 495 Advanced Topics in Biology
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within biology. Intended for juniors and seniors, or for students with an appropriate background in biology. The student may repeat the course, but not the topic. (Offered as needed.) **(LA)** (1-4)

BIO 499 Senior Research
Prerequisite: Senior standing and consent of instructor. (Opportunity for senior students

to conduct original investigative study in the laboratory and/or field, or to perform creative work of the type not covered by other courses. The student will work with a faculty member to develop a research proposal, and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The work may be a continuation of a project started in BIO/CHM/ENV 398 or another course. The project will culminate in the preparation of a formal research report. May be repeated. Also listed as CHM 499 and ENV 499. (Offered every semester.) **(LA)** (1-4)

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.) **(LA)** (3)

BUS 202 Business Law
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 290 Field Period in Business
Off-campus experiential education opportunity that allows the students to apply his/her academic knowledge to a real-career business setting. (Offered every January and summer 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.) (1-3)

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 320 An Introduction to Research and Analysis Using Statistics
An introduction to research and its tools for the adult learner as both a consumer and producer of statistics and research. This module is designed to help the adult learner complete the action Research Project and understand managerial, decision-making processes. Intended for adult learners utilizing adult learning theory.
(Offered every semester.) (4)

BUS 330 Operations & Production Management
Prerequisites: BUS 101, MAT 102, SS 231. An in-depth study of operations and

production management, including both theory and current practice. Key topics include operations strategies, product and process design, plant capacity and location, manufacturing technology, quality management, continuous improvement, services operations, project management, supply chain management, and JIT/lean manufacturing. Emphasis is placed on general concepts, current practice, and problem solving. (Offered every fall semester.) (3)

BUS 335 Issues in Management
In this module, adult learners examine management control functions, strategic planning, and organizational structure and design. Also studied are motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation concepts and skills are covered through readings and class practice, with an analysis of the affect on productivity. Total Quality Management (TQM) is contrasted with Management by Objectives (MBO). Intended for adult learners utilizing adult learning theory.
(Offered every semester.) (3)

BUS 340 Managerial Accounting
In this course the adult learner will build on the fundamentals covered in earlier, introductory accounting courses. Topics covered at the introductory level will be taken to greater depth and new dimensions will be added. Also, new topics are introduced and explored. Adult learners are constantly challenged to develop relevant accounting-related skills and to integrate accounting knowledge with broader business issues. Intended for adult learners utilizing adult learning theory.
(Offered every 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 every fall semester.) (3)

BUS 355 Managerial Finance
This module first covers the organization-wide use of financial planning within the firm. The adult learner then explores the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flows and financial resources, and to evaluate future investment opportunities. Next, three primary topics in corporate finance are developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis, and the foundation of long-term finance for defining the organization's cost of capital and optimal capital structure. Intended for adult learners utilizing adult learning theory.
(Offered every semester.) (3)

BUS 360 Managerial Marketing
Through assigned readings, simulations, case studies, and class discussions, adult learners are exposed to basic marketing theory and terminology. They are given the opportunity to apply this newly acquired knowledge when analyzing real-world cases that explore domestic and international marketing opportunities and problems. This exploration provides adult learners with the skills and confidence to identify and evaluate critical marketing data. Adult learners learn how to use data to develop workable and successful programs that solve problems and capitalize on opportunities. Intended for adult learners utilizing adult learning theory.
(Offered every semester.) (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 business students. 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 420 Business Law
This module examines the history, background, sources and influences of our modern day law as it pertains to the business activities of individuals, corporations and other legal entities, with particular emphasis upon business litigation, legal liabilities, alternative dispute resolution techniques, the laws governing contracts, creditors' rights, secured transactions, bankruptcy, agency, partnerships, and corporations. Intended for adult learners utilizing adult learning theory.
(Offered every semester.) (3)

BUS 444 Strategic Management
Prerequisites: Senior-standing. This course introduces the student to the process by which strategic business decisions are made and implemented. It also incorporates prior functional course material in an integrated manner as a foundation for successful business management. Formal studies, casework, and a comprehensive term project are used to reinforce learning. This is the capstone course for all majors with the Division of Business and Management.
(Offered every spring semester.) (3)

BUS 450 Strategic Planning
This course introduces adult learners to various management planning models and techniques and applies them to business cases. It stresses the concepts of strategic planning and strategic management. Intended for adult learners utilizing adult learning theory.
(Offered every 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.) **(LA)** (3)

CHM 111 General Chemistry I
Prerequisites: concurrent enrollment in MAT 102, or a score of 3 on the math placement exam. 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.)
(LA) (PN) (EM) (4)

CHM 112 General Chemistry II
Prerequisite: CHM 111, MAT 102 or a score of 3 on the math placement exam. 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.)
(LA) (PN) (EM) (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.) **(LA)** (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 spring semester.) **(LA)** (4)

CHM 295 Introductory Topics in Chemistry
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. A survey of the structures and functions of the major groups of biologically important macromolecules (proteins, nucleic acids, lipids and carbohydrates), as well as their metabolism and regulation. The laboratory provides experience with common experimental procedures and emphasizes techniques for protein and DNA analysis. (Offered every fall semester.) **(LA)** (1-4)

CHM 310 General Biochemistry
Prerequisites:BIO 234 and CHM 207 with a grade of C- or better. A survey of the structures and functions of the major groups of biologically important macromolecules (proteins, nucleic acids, lipids and carbohydrates), as well as their metabolism and regulation. The laboratory provides experience with common experimental procedures and emphasizes techniques for protein and DNA analysis. (Offered every fall semester.) **(LA)** (4)

CHM 315 Analytical Chemistry
Prerequisites: Grade of "B" or higher in MAT 102 or math placement score of 3; grade of "C" or higher in CHM 112. Fundamentals of quantitative chemical analysis. Gravimetric, volumetric, and spectroscopic determinations relevant to acid-base, complexometric, potentiometric equilibria. Lecture stresses the theory of multiple equilibria. Laboratory stresses hands-on, multiple determinations. The analytical chemistry of environmentally—and forensically—significant problems forms a major part of the course. The understanding and proper use of descriptive statistics is stressed throughout the course. (Offered every even spring semester.) **(LA)** (4)

CHM 320 Advanced Biochemistry
Prerequisite: CHM 310. 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 even spring semester.) **(LA)** (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.) **(LA)** (4)

CHM 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, ENG 112, C- or better in BIO 234 and CHM 207. 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 options. Each student will develop and present a substantial review paper on a focused specific discipline of biology, biochemistry or environmental science. Also listed as

BIO 390 or ENV 390.
(Offered every fall semester.) **(LA)** (3)

CHM 398 Undergraduate Research
Prerequisite: Consent of instructor. Opportunity for students to conduct investigative study in the laboratory and/or field or to perform some type of creative work not covered by other courses. The student will work with a faculty member to develop a research proposal, and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The course will culminate with the preparation of a research report. May be repeated. Also listed as BIO 398 and ENV 398. (Offered every semester.) (1-4)

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 sciences. Also listed as BIO 450 or ENV 450. (Offered every spring semester.) **(LA)** (2)

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.) **(LA)** (1-4)

CHM 499 Senior Research
Prerequisites: Senior standing and consent of instructor. Opportunity for senior students to conduct original investigative study in the laboratory and/or field, or to perform creative work of the type not covered by other courses. The student will work with a faculty member to develop a research proposal, and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The work may be a continuation of a project started in BIO/CHM/ENV 398 or another course. The project will culminate in the preparation of a formal research report. May be repeated. Also listed as BIO 499 and ENV 499. (Offered every semester.) **(LA)** (1-4)

Criminal Justice Systems

CJS 301 Current Issues in Criminal Justice
Study of selected current issues in the field of criminal justice systems, within the context of the origins, histories, ideologies associated with law enforcement, judicial, and corrections components. Intended for adult learners with appropriate backgrounds in the criminal justice field. Intended for adult learners utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 303 Criminology
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. Intended for adult learners utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 305 Criminal Law and Procedure
Comparative study of the criminal law with emphasis in the United States Constitution, highlighting first, fourth, fifth, and sixth amendments; prosecution and defense in crimes against persons, property, and public order; application of the New York State penal law and definitions. Intended for adult learners

utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 307 Current Issues in Law Enforcement
Scrutiny of current issues in law enforcement at local, state, and federal levels. Analysis of current styles of policing, interactions among police, citizens, and the media. Identification and analysis of problem areas such as police corruption, use of excessive force and violation of citizen privacy rights. Intended for adult learners. (Offered every semester.) (LA) (3)

CJS 309 The Judicial System
Detailed study of the functioning of the American Judicial System. Emphasis on the study of the influence of politics on the judiciary. Analysis of current issues before the courts. Intended for adult learners utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 313 Punishment and Corrections
Detailed analysis of philosophies, theories, and practices surrounding punishment and corrections. Critical examination of incarceration, probation, parole, and the issue of capital punishment. Intended for adult learners, utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 315 Deviance and Social Control
Advanced study of what constitutes deviant behavior and the interaction between deviants and the agents of social control. Emphasis on relevant theories in contemporary criminological research. Intended for adult learners. (Offered every semester.) **(LA)** (3)

CJS 317 Juvenile Delinquency: Developments and Trends
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. Intended for adult learners, utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 321 The Investigative Process
Scientific inquiry into the methods employed in successful crime solving. Emphasis on evidence gathering, criminalistics, case preparation and criminal profiling. Secondary emphasis on report writing skills. Intended for adult learners, utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 403 White Collar Crime
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. Intended for adult learners, utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

CJS 405 Criminal Justice Action Research Project
Design, implementation, and reporting of an original criminal justice research project. Application of research and communication skills to prepare, present, and defend relevant findings to a critical audience. Intended for adult learners, utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

Computer Applications

CMP 100 Instructional Technology Integration
Prerequisite: Consent of instructor. Weekly seminars include technology evaluation, development of standard operating procedures for implementation, and basic troubleshooting of instructional/ educational technology. Students will participate in practical, supervised work as technology fellows assisting faculty and students with implementing technology. Course also helps students improve their own technology skills and knowledge. **(LA)** (1)

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.) **(LA)** (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 as needed.) **(LA)** (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 as needed.) **(LA)** (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 principles 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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 hours, 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)

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.) **(LA)** (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.) **(LA)** (3)

COM 201 Interpersonal and Group Communication Skills
Prerequisite: COM 122 or consent of instructor. 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.) **(LA)** (3)

COM 250 Graphic Design
Prerequisite: None. Graphic design is a creative process that combines art and technology to communicate messages and ideas through visual media. This course introduces students to the elements and principles of graphic design,and their application to a variety of contexts and modes of communication. Digital and traditional tools are applied through the development of technical skills in layout and design, spatial relationships and color, typography, and print production. The course includes strategies for idea generation and concepts in visual problem solving to shape and convey a visual message. Also listed as Art 250. (Offered every odd spring semester.) **(LA)** (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 within 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.) **(LA)** (1-3)

COM 320 Business and Professional Writing
Prerequisite: ENG 112 or with consent of instructor. 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 spring semester.) **(LA)** (3)

COM 321 Media Writing
Prerequisites: ENG 112, COM 122 or with consent of instructor. Techniques of journalism applied to a series of news and feature writing assignments. Attention to writing for broadcast (television and radio) and electronic (online), as well as print media. Includes supervised practical experience with on- and/or off-campus organizations. (Offered every fall semester.) **(LA)** (3)

COM 350 Digital Publishing
Prerequisite: ENG 112 (Suggested prerequisite: CMP 120 or consent of the instructor). Course is designed to acquaint students with the skills necessary to compose and produce journals, newsletters, brochures, advertising, and public relation 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 fall semester.) **(LA)** (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 421 Media Frontiers
Prerequisite: COM 122, junior or senior standing, or consent of the instructor. A study of the historical development and contemporary practice of new media and online communication technologies. Students will investigate the changing role of journalism and mass media in an online environment; examine online entrepreneurship and new media startups; and analyze the changing roles of readers and writers in the online media environment. The growing importance of social networks and social media in advertising, marketing and public relations will also be reviewed. Students will learn the new ways and forms in which knowledge is being created, including the changing role of libraries, online scholarly publications, the so-called wisdom of crowds, and online information literacy. (Offered odd-year fall semester.) **(LA)** (3)

COM 428 Organizational Communication
Prerequisites: COM 122 and COM 201 or consent of the instructor. 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.) **(LA)** (3)

COM 484 Senior Practicum in Communication
Prerequisite: Senior standing or consent of the instructor. 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 every spring semester.) (3)

Criminology and Criminal Justice

CRM 100 First Year Workshop
Prerequisite: None. A one credit hour workshop for the purpose of
1. socializing students to the process of building the Learning Portfolio
2. orienting to occupations/careers (and

related processes) in social science, criminal justice and related fields
3. demonstrating linkages between academic training, applied work and specific occupational roles and
4. fostering an appreciation for practices consistent with life long learning and continued professional development.
(Offered every spring semester.) (1)

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.) **(LA)** (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 odd-year fall semester.) **(LA)** (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 even-year fall semester.) **(LA)** (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 spring semester.) **(LA)** (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 spring semester.) **(LA)** (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 even spring semester.) **(LA)** (3)

CRM 255 Criminal Justice Ethics
Prerequisites: CRM 101, SOC 101. This course explores theories of ethics and justice in their application to criminal justice professional practice. It takes a sociological approach by exploring choices and issues faced by professionals in case studies drawn from the criminal justice system, relating these to major theories of ethics and justice, social structure, and social interaction. Review of selected research will be used to demonstrate the undesirable outcomes associated with ethical lapses. Students will practice applying theoretical methods to the resolution of moral dilemmas and ethical issues at all levels-from criminal justice policy making to enforcement and corrections. The course will review codes of ethics that establish standards of behavior expected in various fields of criminal justice. Students will come to understand what constitutes a clear and consistent ethical decision as they are encouraged to compare formal ethical systems to their own personal beliefs and to relate both of these to choices they might someday face in the criminal justice professions. (Offered every odd fall semester.) (3)

CRM 285 Criminology
Prerequisites: SOC 202. This course offers a survey and critical evaluation of criminological theories and criminological research. An emphasis is the evaluation of the theories and research methods as they apply to select types of crimes. Implications for research and the treatment and control of crime are addressed. (Offered every year fall semester.) **(LA)** (3)

CRM 295 Introductory Topics in Criminal Justice
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An introductory study of a specific topic within criminal justice. Intended for freshmen and sophomores, or for students with little or no background in criminal justice. The student may repeat the course, but not the topic.
(Offered as needed.) **(LA)** (3)

CRM 301 Criminal Law
Prerequisites: CRM 101,SOC 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.) **(LA)** (3)

CRM 303 Victimology
Prerequisite: SOC 202 or permission of instructor. This course involves the study of issues related to crime victimization. An overview of the historical and emerging role of victimology as a field of study provides the foundation necessary to examine patterns of victimization. A survey of theories of victimization emphasizes how the recognition of victims in the study of crime influences criminological theory and research. Issues particular to types of offenses and to specific populations of victims are examined and discussed. Myths surrounding crime victims and victimization are critically evaluated for their accuracy and explanatory value. The relationship between the crime victim and the criminal justice system is also examined. Implications for research and policy are explored. Also listed as SOC 303. (Offered every fall semester.)
(LA) (3)

CRM 311 Organized Crime
Prerequisites: SOC 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.)
(LA) (3)

CRM 312 Predatory Crime and Violence
Prerequisites: SOC 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.) **(LA)** (3)

CRM 322 White Collar and Corporate Crime
Prerequisite: SOC 202 or permission of instructor. This course examines the conceptualization, operational definitions and typologies of white collar and corporate crime. Methods of studying these crimes are evaluated. A survey of theories and a review of research findings and case studies serves to identify the impacts of these crimes on both the individual and society. They also highlight the individual, organizational, and contextual variables related to offending. This course provides an introduction to the various social, political, and legal controls on white collar and corporate offending, and policy implications for responding to and controlling these crimes. Also listed as SOC 322. (Offered every odd-year fall semester.)
(LA) (3)

CRM 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 SOC 323. (Offered every even-year fall semester.)
(LA) (3)

CRM 325 Environmental Crime
Prerequisite: CRM 101 or permission of instructor. This course examines crimes and near-crimes where environmental harm results. With a focus on the U.S.A., the following topics will be examined: the evolving legal and cultural definition of environmental crime; the enforcement of environmental laws by both federal and state regulatory structures and by policing agencies, prosecutors, and courts; types of environmental crimes and types of criminals including motivations, causal factors and conducive conditions. As well, we note the international scope of some environmental crime and the complexity of international responses. Also listed as SOC 325. (Offered every even-year spring semester.) **(LA)** (3)

CRM 346 Family Violence
Prerequisite: junior standing. This course provides an introduction to the estimates of prevalence, severity, and types of family violence in the United States. A history of family violence and the ideologies, social policy, law, and cultural practices and attitudes that structurally support family violence will be explored. Students will gain an understanding of the sociological and social psychological factors that contribute to and perpetuate family violence, examine the theoretical perspectives currently utilized in the study of family violence, and apply them to various types of family violence. The course provides for a critical examination of a range of policies and programs designed to prevent and respond to particular forms of family violence. Also listed as SOC 346. (Offered every odd-year spring semester.)
(LA) (3)

CRM 353 Drugs in American Society
Prerequisite: ENG 112. This course is designed to provide specific knowledge about contemporary alcohol and drugs issues. Drug use and abuse are examined as social—rather than medical or psychopathological—phenomena. Course materials review how, why, and when "drugs" were and are feared, exalted, condoned, and/or stigmatized. Specifically, the course addresses the history of drug use and regulatory attempts in the United States; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; drug using subcultures; drug policy, drug legislation, and enforcement; the promotion and condemnation of drug activities in the mass media. Also examined are the problems associated with drug use and sale, such as physical and mental health changes, familial problems, crime and violence. Also listed as SOC 353.(Offered as needed.)
(LA) (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
Prerequisite: to be determined by the Division of Basic and Applied Social Sciences. An intermediate study of a specific topic within criminal justice. Intended for sophomores and junior students. The student may repeat the course, but not the topic. (Offered as needed.) **(LA)** (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 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)

CRM 530 Administrative Issues in Criminal Justice Organizations
This course will examine the many varied agencies that make up Criminal Justice in America. It will explore tensions between these agencies and examine administrative ways in which the tensions can be addressed and how agencies can work together to achieve each of their own independent goals. (Offered every semester.) (3)

CRM 510 Leadership in Criminal Justice
This course will engage students in a critical examination of the changing nature of work and organizational conditions that create new challenges relating to the skills of public/non-profit leaders. In addition to skill development in the areas of goal setting, problem solving and communications, this course will include assessment of personal leadership style, decision making and capacity to act as an organizational change-agent. The ability to lead others through change will be a central theme of the course. (Offered every semester.) (3)

CRM 520 Ethics for Criminal Justice Professionals
This course will discuss how ethics impact decision making at all levels of Criminal Justice from the 'line worker' to the 'program director'. Students will be exposed to several different approaches to what is ethics, including the works of Socrates, Kant, Bentham, Mills, Plato as well as others. Several contemporary ethical issues affecting the Criminal Justice professional will be discussed. (Offered every semester.) (3)

CRM 540 Decision Making for Criminal Justice Administrators
This course is designed to enable students to use various decision-making models and techniques for more effective decision making. Students will be exposed to Statistical Analysis, Preferential Analysis, Decision Trees, as well as other decision-making models. Emphasis will be placed on group and team decision-making. (Offered every semester.) (3)

CRM 550 Human Resource Administration for Criminal Justice
This course covers human resource administration principles and skills useful for both supervisors and directors of public and non-profit agencies. The role of the human resource administrator, affirmative action, civil service procedures, employee rights, compensation and benefits and performance appraisals and training of employees will be covered in this course. (Offered every semester.) (3)

CRM 560 System-wide Issues in Criminal Justice Administration
This course will focus on current issues in the field of Criminal Justice. Current topics that may be covered in this course are the use of Drug Courts, the use of Domestic Violence Courts, the use of Community Policing, the role of Civil Incarceration of Child Molesters, etc. The course will follow the 'best practices' approach and will focus on how research helps determine what works and what does not work in Criminal Justice Administration. (Offered every semester.) (3)

CRM 570 Legal/ Case Law Impacting Criminal Justice Administrators
This course covers legal issues affecting Criminal Justice Organizations at the local, state and national level. The course also deals with legal/case laws impacting on how administrators handle the daily operations of their agencies. (Offered every semester.) (3)

CRM 580 Introduction to Action Research
This course will be an introduction to the rationale and procedures of action and evaluation research. Topics covered include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, as well as how research can be used to assist in organizational development and improvement. (Offered every semester.) (2)

CRM 581 Statistics for Action Research
This course will cover the tools needed for statistical analysis in the social sciences. Students will learn statistical designs to be used in the completion of the capstone course of Action Research Project CRM 600. (Offered every semester.) (3)

CRM 590 Criminal Justice as Public Policy
The focus of this course is how crime can be seen as a public problem and public policy issue. This course will focus on the function of bureaucracies and how bureaucracies formulate and implement public policies which deal with crime and security for the public. (Offered every semester.) (3)

CRM 600 Action Research Project
This is the capstone course for the Masters Program. This course will integrate all of the previous courses taken by the students into a student developed action/evaluation research project. Students will design, research, and conduct an action research project. Upon completion of the research project each student will present their findings to the cohort class as well as to faculty members of the Masters in Criminal Justice Administration. (Offered every semester.) (6)

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 general education option. (Offered annually.) **(LA) (FP)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA) (CS)** (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.) **(LA)** (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.) **(LA)** (1-3)

Education

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.) **(LA)** (3)

EDU 209 Early Childhood Perspective in Disabilities
Prerequisite: EDU 105 (or concurrent). This 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. (Offered every fall semester.) (3)

EDU 210 A Systems Perspective in Special Education
Prerequisite: EDU 105 (may be taken concurrently). Philosophical, historical, 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 of the 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
The course focuses on the developmental, learning, behavior, and social characteristics and needs of students across the spectrum 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 264 Infants and Toddlers
Prerequisite: EDU 105. This course is an orientation to the issues, challenges, opportunities and curriculum of early childhood education from birth to 36 months. This course examines the principles and theory behind the planning of developmentally appropriate, effective, safe, and healthy environments for infants and toddlers, with an emphasis on play-based curriculum. The impact of culture,

language, abilities and early intervention will be addressed. Partnering with families to provide nurturance, learning experiences, and advocacy will be examined. (Offered every fall semester.) (2)

EDU 275 Early Language and Literacy
Prerequisite: EDU 105 (or concurrent). This course focuses on language development and the English Language Arts standards from birth through age 6. Communication skills are stressed. A five-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 semester.) (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.) **(LA)** (2)

EDU 308 Teaching in Inclusive Early Childhood and Childhood Settings
Prerequisites: EDU 210 or EDU 211 and EDU 309 or EDU 371. 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 education 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 strategies 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 fall 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 consultant teachers, other specialists, and parents will be addressed. (Offered every semester.) (3)

EDU 321 Adolescent Integrative Methods of Teaching in the Classroom
Prerequisite: EDU 105. This field-based course examines teaching theory and methods appropriate for the adolescent curriculum in Science, Mathematics, English Language Arts and Social Studies. Candidates will become familiar with the New York State Common Core Learning Standards, and will develop the necessary planning skills and teaching strategies to be an effective teacher in the 7-12 classroom. This is a 15-hour content-specific field experience component in this course. (Offered every semester.) (4)

EDU 343 Education Students With Severe and Profound Disabilities
Prerequisite: EDU 321 and EDU 373. This course will provide candidates with a comprehensive review of current information about low incidence disabilities. This course draws on research findings and clinical experience from a number of related disciplines, including psychiatry, psychology, neurobiology and special education disability studies. In addition, candidates will explore the medical, personal, and societal roots and implication of (dis)ability. This is also designed to help teachers develop, adapt and implement literacy and numeracy curriculum and assessments for students with severe and/or multiple disabilities. It will include an examination of various inclusive practices, and the role of the special educator as a manager and instructor. (Offered every fall semester, starting fall 2014.) (4)

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.) **(LA)** (3)

EDU 357 Adolescent Literacy I
Pre- or corequisite: completion of adolescent methods class. Designed to provide the secondary teacher with the necessary knowledge and skills to insure that his/her students acquire and use literacy skills necessary for success in middle and high school. (Offered every fall semester.) (3)

EDU 358 Adolescent Literacy II
Prerequisite: EDU 357. The follow-up course to EDU 357 which deals with the assessment of literacy skills and the application in a clinical setting of the strategies acquired in EDU 357. 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 363 Methods of Teaching Adolescent Science
Prerequisite: EDU 105. This course is designed to prepare students to be secondary science teachers. The major emphasis of the course is to ensure that students have the necessary planning and teaching skills to be successful teachers in science classrooms for grades 7-12. (Offered every even-year fall semester.) (3)

EDU 364 Methods of Teaching Adolescent English
Prerequisite: EDU 105. This course is designed to prepare students to be secondary English teachers. The major emphasis of the course is to ensure that students have the necessary planning and teaching skills to be successful teachers in English classrooms for grades 7-12 (Offered every even-year fall semester.) (3)

EDU 365 Methods of Teaching Adolescent Mathematics
Prerequisite: EDU 105. This course is designed to prepare students to be secondary mathematics teachers. The major emphasis of the course is to ensure that students have necessary planning and teaching skills to be successful teachers in mathematics classrooms for grades 7-12. (Offered every even-year fall semester.) (3)

EDU 366 Methods of Teaching Adolescent Social Studies
Prerequisite: EDU 105. This course is designed to prepare students to be secondary social studies teachers. The major emphasis of the course is to ensure that students have necessary planning and teaching skills to be successful teachers in social studies classrooms for grades 7-12. (Offered every even-year fall semester.) (3)

EDU 371 Early Childhood Curriculum
Prerequisite: EDU 105 (or concurrent), co-requisite: enrollment in EDU 312. 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 5-hour field experience in this course. (Offered every fall semester.) (3)

EDU 372 Planning and Assessment in Early Childhood
Prerequisites: EDU 105, EDU 275 and EDU 371. This course will look at procedures used to obtain information about an individual's development in areas academic and non-academic, and how to use that information to guide curriculum and planning. There will be a ten hour field experience in this course. (Offered every spring semester.) (3)

EDU 373 Teaching in Inclusive Secondary Schools
Prerequisite: EDU 210, EDU 211, EDU 36X (Secondary Methods course). This course is designed to provide individuals in the adolescent program with the knowledge and skills necessary for working with individuals with special needs at the secondary level. Included in this course is the preparation of IEPs, Transition Plans, Co-Teaching strategies for secondary settings, communications with students, parents, peers and colleagues, test and instructional modifications, and the use of assistive technology. (Offered every spring semester.) (3)

EDU 374 Professionalism and Leadership in Early Childhood
Prerequisite: EDU 105. 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. Ten hours of field experience is associated with this course. (Offered every spring semester.) (3)

EDU 383 Collaborative Transition Planning for Students With Disabilities
Prerequisites: EDU 321 and EDU 373. This course will provide candidates with the opportunity to understand transition planning from a variety of roles: planner, transition manager/specialist, student advocate and service coordinator. It will also make use of various local venues to provide the candidate with the opportunity to work as a job coach, or life skills coach. Additionally, the candidate will develop an understanding of person-centered planning, strength-based inventories and applications as they relate to IEPs, transition plans and IPPs. (Offered every fall starting fall 2014.) (3)

EDU 391 Regular Education Classroom FP
An off-campus education classroom 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. Cannot be taken as a Freshman FP. (Offered every January and summer semester.) (3)

EDU 392 Special Ed Classroom FP
An off-campus *classroom* experience with exposure to children having identified disabilities and exposure to alternative curriculum materials, accommodating strategies, behavior management techniques, special education instructional methodology, and the professional role of a special *educator. 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 FP. (Offered every January and summer semester.) (3)

EDU 394 Education-related Field Period
An off-campus experience in an education-related setting to explore roles and responsibilities of education personnel other than the regular or special educator, or to work with children in a non-classroom setting. Appropriate for Education Studies capstone FP. Does not fulfill either of the two required education FPs.

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., 2.75 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, non-discriminatory 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
Prerequisites: 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 457 Student Teaching: Adolescent Special Education Specialist
Prerequisites: Approval of education faculty and all completed course requirements. Fourteen-week sequence of supervised student teaching in adolescent special education placements, one placement at each developmental grade level: grades 7-9 and 10-12. (Offered every semester, beginning Spring 2015.) (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)

EDU 501 Introduction to Educational Research
An introduction to the rationale and procedures of educational research, placing primary emphasis on literacy research. The intent of the course is to help the student become an intelligent consumer of research, and to develop an appreciation for the importance and utility of research. Students will develop critical skills needed as consumers and producers of research. Topics include: the nature and purposes of research, critiquing and evaluation of research, reviewing research literature, valid measurement issues, the use of statistics in research, and types of research. Content from this course will lay the foundation for all courses throughout the program. (3)

EDU 530 Theoretical and Social Foundations of Literacy
The focus of this course is to lay the groundwork for making evidence-based instructional literacy decisions, and to begin the process of appreciating the need to communicate complex ideas to multiple stakeholders in literacy education. To accomplish these goals, students will: understand current theoretical perspectives in literacy education and literacy acquisition (such as the Piagetian

and Vygotskian theories), understand the impact of research and diversity on literacy education, explore the impact literacy and lack of literacy have on individuals, and explore the social-cultural implications surrounding the competing theories of literacy education.

To accomplish these goals, the course examines: the evolution of theories of learning that apply to literacy, research that has contributed to evolving models and definitions of reading, and the contributions of theories of literacy (reading and writing) as language-based processes. The course examines this information in the context of social, cultural, and political milieu of education in the United States. An important factor in understanding and using theories is the ability to recognize one's own history, biases and beliefs, and how these impact one's own interpretation and implementation of knowledge. This course begins with students engaging in a self-reflective review of their own literacy learning and beliefs, and how that history and those beliefs affect their literacy education beliefs. (3)

EDU 531 Assessment-Based Instruction I
This course provides an in-depth exploration of teaching methods and materials relevant to literacy instruction for the emergent and developing readers in today's diverse classrooms. This course will examine both the nature and function of formal and informal assessment processes in literacy instruction and best instructional practice that emanates from this assessment. In order to both design literacy instructional programs and to assess student learning, it is vital to be able to place students along a developmental continuum and identify students' proficiencies and areas needing strengthening. Awareness of the influence of culture, class, gender, and context on literacy acquisition informs the teacher's knowledge base when considering this developmental continuum. Language development and its relationship to literacy acquisition will also be examined. Teachers will learn a wide range of instructional practices, strategies, and methods to support reading and writing instruction. Teachers will also demonstrate competency in using a wide range of formal and informal assessment tools and practices that provide data used to craft appropriate teaching strategies for addressing student strengths and needs. Teachers will develop the skills necessary to insure that students experience developmentally appropriate growth in literacy skills. In addition, teachers develop skills to identify students who are not making developmentally appropriate growth, and also learn the appropriate strategies to recover those skills. (4)

EDU 532 Practica B-2
This supervised field experience in a 3-6 setting provides practice, demonstration, self-evaluation and validation of competencies gained in the literacy program. Students under the supervision of a college faculty member will be expected to plan for and practice the course objectives listed in EDU 534 Instruction and Assessment II. Students will be in the practicum for a minimum of 30 hours. (1)

EDU 534 Assessment-Based Instruction II
This course extends the goals identified for Assessment-based Literacy Instruction I (B-2) to the students in elementary grades 3-6. The goals include: (1) understanding literacy development and learning, with special application to students at these grade levels; (2) determining individual needs for instruction in literacy skills and strategies with a variety of assessment tools, both formal and informal; and (3) using assessment data and knowledge of development to select and implement instructional strategies and curriculum materials that will facilitate progress in literacy for all students. The intent of these goals is to provide teachers with the skills necessary to facilitate appropriate, timely literacy development in students, as well as to identify and resolve issues that impede progress in literacy. Participants in this course learn to implement a balanced

literacy program based on best practices while addressing the needs of older, struggling readers and writers. The course continues awareness of the influence of culture, class, race, ethnicity, gender, and historical and geographical contexts on literacy acquisition. (4)

EDU 535 Practica 3-6
This supervised field experience in a 3-6 setting provides practice, demonstration, self-evaluation and validation of competencies gained in the literacy program. Students under the supervision of a college faculty member will be expected to plan for and practice the course objectives listed in EDU 534 Instruction and Assessment II. Students will be in the practicum for a minimum of 30 hours. (3)

EDU 536 Technology and Instructional Materials to Promote Literacy Learning
This course is designed to provide candidates with opportunity to explore and develop a variety of instructional materials to enhance literacy learning. Candidates will evaluate the developmental levels, qualities and efficacy of a variety of instructional materials—including literature, instructional games and other technology-enhanced resources—to enhance literacy learning, developing aesthetic and critical responses to these resources. Candidates will develop skills in creating a variety of technology tools, such as website and webquests, for sharing with colleagues and using with students in the B-12 classroom. (3)

EDU 537 Professional Leadership in Literacy Education
An important component of leadership in literacy education is the ability to evaluate, plan, and conduct research. This course will begin to provide students with skills to be effective leaders for literacy education. These skills include: identification of current concerns or issues in literacy, evaluation of research surrounding the issue or concern, planning the implementation of an action to address the issue or concern, and communicating the research-based plan to others. As a culminating activity in this course, each student will prepare a draft capstone proposal (as defined by the *Graduate Handbook*), and present that proposal to peers and other stakeholders of the program.

A second component of literacy leadership is the ability to advocate for effective literacy education. Therefore, an additional goal of this course is to provide students with the opportunity to develop their leadership and advocacy skills. (3)

EDU 540 Theory, Approaches and Best Practices in Teaching Writing
In this course, students learn about the development of writing, theories about writing (e.g., what good writers do that applies to instruction), and effective instructional practices to use with children, birth through grade six. Throughout the course, the focus is on communicative intent, but with an awareness of the conventions that children must effectively learn and use in order to carry out that intent—spelling, grammar, punctuation, handwriting, etc. Emergent writing skills and the strong ties of writing to oral language development are examined.

Course participants learn how to implement a process approach to writing, scaffolding the process and expectations of the learner to changing developmental levels of students as they mature. Participants also learn to construct social environments for learning to write, using peer as well as teacher assistance to facilitate both writing process strategies and writing skills. *Process*, in this course, is approached as a recursive, individual approach to writing, rather than a linear, formulaic sequence of activities. Varied purposes for writing (narrative, expository, persuasive, personal, etc.) are explored, along with the craft skills that writers use to enhance their writing. Application of writing across subject areas is also stressed. (3)

EDU 541 Assessment-based Literacy Instruction III (5-12)
This course provides an in-depth exploration of teaching methods and

materials relevant to literacy instruction for the readers in today's diverse 5-12 classrooms. This course will examine both the nature and function of formal and informal assessment processes in literacy instruction and best instructional practice that emanates from this assessment. In order to both design literacy instructional programs and to assess student learning, it is vital to be able to identify students' proficiencies and areas needing strengthening. Awareness of the influence of culture, class, gender, and context on literacy acquisition informs the teacher's knowledge base when addressing these needs.

Teachers will learn a wide range of instructional practices, strategies, and methods to support reading and writing instruction. Teachers will also demonstrate competency in using a wide range of both formal and informal assessment tools and practices that provide data used to craft appropriate teaching strategies for addressing student strengths and needs in the 5-12 classroom. In addition, teachers develop skills to identify students who are not making appropriate growth, and also learn the appropriate strategies to recover those skills. (4)

EDU 542 Practica III (5-12)
This supervised 50-hour practicum in grades 5-12 settings provides practice, demonstration, self-reflection and validation of competencies gained in the literacy program. This course involves a reflective tutoring experience with students in grades 5-12 in both individual and group settings. As this course is taken concurrently with or following EDU 541, students will be applying and practicing the goals and objectives stated in EDU 541. Students will be in the practicum for a minimum of 50 hours. Practicing educators must do the practicum outside of their regular classroom. (4)

EDU 543 Literacy Instruction in the Content Areas (5-12)
This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with New York State Learning Standards. An additional focus of the course will be to help literacy and subject area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. (4)

EDU 560 Capstone Seminar
This is a seminar-style course that provides instruction and support to group and individual students as they integrate the research information gained regarding literacy instruction, and refine their capstone project. Students will share ideas, concerns, and drafts of their final project for peer review. This research seminar is the terminal experience in the master's degree program. As such, it represents a synthesis and culmination of the research in literacy instruction, the application of research-based best practices, and reflection on the efficacy of their instructional practices and decision making. (3)

English

ENG 090 Developmental English
Prerequisite: TOEFL or IELTS scores.
Placement based upon TOEFL or IELTS score. This course is designed to meet the academic needs of the non-native speakers of English who seek to develop their English writing skills. Emphasis is on the writing as a process as well as on acquainting students with the principles of standard written English. Some integration of reading and writing is included. The class schedule for this course is the equivalent of one four-credit course.

ENG 091 College Reading and Study Skills
Prerequisite: TOEFL or IELTS scores.
Placement based upon TOEFL or IELTS scores. This course is designed to meet the academic needs of non-native speakers of English who seek to develop their academic skills and to improve their

success in college courses. In addition to effective reading strategies, vocabulary development, and listening skills are stressed. Written expression is used to increase reading comprehension and promote more advanced levels of academic thought. The class schedule for this course is the equivalent to one four-credit course.

ENG 092 Integrated Reading and Writing Skills
Prerequisite: TOEFL or IELTS scores. Placement based upon TOEFL or IELTS score. This course will provide an introduction to the requirements of academic disclosure and to develop critical thinking skills. This course is designed to enable non-native speakers of English to develop accuracy, clarity, and style as they approach academic writing tasks. Writing skills are reinforced through grammar and vocabulary practice and essay writing, revising, and editing. Appropriate evaluation and documentation of sources are also reviewed.

This course is an integrated skills course that will require academic reading, writing, listening and speaking in English, with a focus on writing and grammar. Students practice conversation and speaking skills using practical, real-world English. They learn to write with accuracy and effectiveness, develop strategic listening skills, and improve their use of grammar. The class schedule for this course is the equivalent to one four-credit course. (Offered as needed).

ENG 100 Fundamentals of College Writing
This is a non-credit bearing course intended to prepare students for the successful completion of the composition sequence of Keuka College: ENG 110 and ENG 112. Students are placed in this course based on performance scores on the writing placement exam administered before the beginning of the semester. It is designed to enhance the students' knowledge of standard written English, the writing process, and effective reading and critical thinking strategies. Students required to take English 100 must pass the course with a minimum of a C- before beginning ENG 110. (Offered every fall semester.) (0)

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.) **(LA) (WO)** (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.) **(LA) (WO)** (3)

ENG 118 Poems, Plays and Prose
Pre- or corequisite: 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.) **(LA) (VA)** (3)

ENG 125 Literature in the Wider World
Pre- or corequisite: ENG 110. An introduction to the methods of studying literature with particular attention to the application of English in the wider world. This course will examine questions such as what do we read or write and why? How does literature represent and respond to the human experience? What methodologies frame the study of literature? What are the implications of digital technology for the written word? Why do we give special attention to teaching and learning the

English language and literature? (Offered every fall semester.) **(LA) (VA)** (3)

ENG 207 Literature and Society in Latin America
Prerequisite: ENG 110. An introduction to the study of literature through the analysis of representative works from the contemporary (20th and 21st centuries) narrative tradition of Latin America. Analysis will focus not only on literary perspectives but also engage with historical, social, cultural, and geographic frameworks. (Offered every fall semester.) **(CC) (VA)** (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.) **(LA) (VA)** (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.) **(LA) (VA)** (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.) **(LA) (VA)** (3)

ENG 215 Environmental Literature
Prerequisite: ENG 110. Students will read, discuss, and write about works of nonfiction, poetry, fiction, drama, or film that explore the relationship and interactions between human beings and the physical world. The course will examine how various ways of understanding, representing and interacting with the physical environment have consequences both for human beings and for the world which we inhabit. (Offered every odd-year spring semester.) **(LA) (VA) (PN)** (3)

ENG 218 Creative Writing
Pre- or corequisite: 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.) **(LA)** (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.) **(LA)** (1)

ENG 270 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 currents 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. Cross-listed with THR 270. (Offered every odd-year spring semester beginning spring 2007.) **(LA)** (3)

ENG 294 Field Period in 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.) **(LA)** (3)

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.) **(LA)** (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.) **(LA)** (3)

ENG 302 Research and Writing for Professionals: Action Research Part 1
Designed for adult learners making the transition back to the demand of college-level thinking, research, and writing at upper-division level, ENG 302 will expand and refine the composition, analytical thinking, and information literacy skills that adult learners have acquired through prior college composition courses and direct work experience. (Offered every semester.) **(LA)** (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.) **(LA)** (3)

ENG 308 Introduction to Linguistics
Prerequisite: ENG 112. 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.) **(LA)** (3)

ENG 313 Children's Literature
Prerequisite: ENG 110. A survey of quality literature past and present for children and young adults. (Offered annually.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

ENG 319 Writing Expository Prose
Prerequisite: ENG 112 or with consent of instructor. The study and practice of writing nonfiction prose, including essay, newspaper and magazine writing, memoir, reflection and response, and use of humor, with emphasis on improving expository writing skills. Focus changes are announced in advance. (Offered every spring semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

ENG 376 Special Topics in Theatre and Drama
Advanced study of a specific topic within theatre and drama. Intended for juniors and seniors, or for students with an appropriate background in theatre and drama. The student may repeat the course, but not the topic. (Offered every odd-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.) **(LA)** (3)

ENG 394 Field Period in 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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

Environmental Science

ENV 105 Environmental Science
Prerequisites: Score of 2 or better on the math placement exam, or successful completion of MAT 095. 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.) **(LA) (PN)** (4)

ENV 295 Introductory Topics in Environmental Science
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An introductory study of a specific topic within environmental science. Intended for freshmen and sophomores, or for students with little or no background in environmental science. The student may repeat the course, but not the topic. (Offered as needed.) **(LA)** (1-4)

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 as needed.) **(LA)** (4)

ENV 331 Ornithology
Prerequisites: BIO 234 and CHM 111 or BIO 208 and ENV 105. Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory. Also listed as BIO 331. (Offered spring semesters.) (4)

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.) **(LA)** (4)

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.) **(LA)** (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 as needed.) **(LA)** (4)

ENV 370 Botany
Prerequisite: ENV 105 or BIO 134. An introduction to plant biology.

Topics include structure and function, development, reproduction, ecology, and the impact of plants on society. Consideration will be from the cell to the whole plant and from ecosystems to global processes. Laboratory and field work are required. Also listed as BIO 370. (Offered every fall semester.) **(LA)** (4)

ENV 390 Junior Seminar in Natural Science
Prerequisites: BIO 134, ENG 112, C- or better in BIO 234 and CHM 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 options. Each student will develop and present a substantial review paper on a focused problem in a specific discipline in biology, biochemistry or environmental science. Also listed as BIO 390 and CHM 390. (Offered every fall semester.) **(LA)** (3)

ENV 398 Undergraduate Research
Prerequisite: consent of instructor. Opportunity for students to conduct investigative study in the laboratory and/or field or to perform some type of creative work not covered by other courses. The student will work with a faculty member to develop a research proposal and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The course will culminate with the preparation of a research report. May be repeated. Also listed as CHM 398 and BIO 398. (Offered every semester.) (1-4)

ENV 399 Independent Study
Prerequisite: consent of instructor. (Offered as needed.) **(LA)** (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 and CHM 450. (Offered every spring semester.) **(LA)**

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 495 Advanced Topics in Environmental Science
Prerequisite: to be determined by the Division of Natural Sciences, Mathematics, and Physical Education. An advanced study of a specific topic within environmental science. Intended for juniors and seniors, or for students with an appropriate background in environmental science. The student may repeat the course, but not the topic. (Offered as needed.) **(LA)** (1-4)

ENV 499 Senior Research
Prerequisites: Senior standing and consent of instructor. Opportunity for senior students to conduct original investigative study in the laboratory and/or field or to perform creative work of the type not covered by other courses. The student will work with a faculty member to develop a research proposal and carry out the proposed work. Completed Application for Research and Research Proposal forms are required. The work may be a continuation of a project

started in BIO/CHM/ENV 398 or another course. The project will culminate in the preparation of a formal research report. May be repeated. Also listed as BIO 499 and CHM 499. (Offered every semester.) **(LA)** (1-4)

Environmental Studies

EVS 390 Environmental Studies Field Period
Prerequisite: permission of instructor. An upper-level, supervised field experience in which students integrate and apply knowledge from multiple disciplines to a specific local, regional, or global environmental problems, situation, issue, case or setting. (Offered every January and summer semester.) (3)

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)

First-Year Experience

FYE 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.) **(LA) (EL)** (1)

FYE 140 Wellness
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.) **(LA) (WL)** (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 every even-year spring semester.) (3)

FIN 315 International Financial Management
Prerequisites: ACC 102, FIN 312. This course involves the study of international financial markets including exchange rate determination, exchange rate risk management and currency derivatives. The topics it will cover include: international taxation, trade agreements, and foreign investments. (Offered every fall semester.) (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 as needed.) (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 as needed.) (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 as needed.) (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 as needed.) (3)

FHR 440 (MGT 445) 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 as needed.) (3)

French

FRE 101 Introduction to French
French through the four basic skills:

understanding, speaking, writing, and reading. Emphasis on usage. (Offered as needed.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 as needed.) (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. (Offered as needed.) **(LA)** (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. This course is offered as needed. **(LA)** (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. This course is offered as needed. **(LA)** (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.) **(LA)** (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. This course is offered as needed. **(LA)** (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. Diseases common to the older adult will also be studied and how to best assist the older adult to live with a chronic illness. This course is offered as needed. **(LA)** (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. This course is offered as needed. **(LA)** (3)

GRN 399 Independent Study
Prerequisites: consent of instructor. (Offered

as needed.) **(LA)** (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 semester.) **(LA) (OC)** (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.) **(LA) (OC)** (3)

HIS 115 Europe and the World
A survey of European history in the 20th century using directed readings. (Offered every fall semester.) **(LA) (CC)** (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.) **(LA) (OC)** (3)

HIS 121 United States History from 1877 to Present
America during the past 130 years, including achievements of industrial supremacy; continued vitality of cultural pluralism; formation of the great society; and increasing involvement in world affairs. (Offered every semester.) **(LA) (OC)** (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.) **(LA)** (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.) **(LA)** (1-3)

HIS 350 America in the Founding Era
Prerequisites: None. This course explores the creation of the United States and the complex political, social, economic, and cultural dynamics that shaped American society in the late eighteenth and early nineteenth centuries. The course will examine the causes and consequences of the American Revolution, the critical period under the Articles of Confederation, the Constitutional Convention and ratification process, the Bill of Rights, the years of the early republic, and the War of 1812. Immersion in primary sources and analysis of the interpretations of historians who have written on this period will form the basis of the scholarly inquiry for the course. (Offered every even-year spring semester.)
(LA) (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.)
(LA) (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.) **(LA)** (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.) **(LA)** (3)

HIS 360 New York State History
This course examines the social, political and cultural history of New York state from the Iroquois, through the Dutch and English Colonial periods, to the 21st century. Topics include indigenous political and social structures, British colonial political society, the American Revolution in New York, the religious revivals in the Burned-Over district, New York state's contributions to the economic development of the United States, and New York City's rise and eminence as a symbol of America's 20th century global hegemony. (Offered every even-year spring semester.)

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.) **(LA)** (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 295 Special Topic
This course designation would permit the creation of interdisciplinary special topic courses, each of which will treat a well-defined topic, and which would direct its students in an exploration of the interconnectedness of knowledge within that topic. This course may be offered as a stand-alone course, or serve as a preparatory course for a group Field Period experience. Each special topic proposed under this course designation will need Curriculum Committee approval. (Offered as needed). (1-3)

INS 301 Integrative Studies II (Topic)
Prerequisite: ENG 110, ENG 112. An upper class 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.) **(LA) (OC) (SI) (EI) (IN) (PN)** (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. (Offered every fall semester.) **(LA)** (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 445 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 as needed.) (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)

MGT 510 Leadership
This course will engage students in a critical examination of the changing nature of work and organizational conditions that create new challenges relating to the skills of business leaders. In addition to skills, development in the areas of goal setting, problem solving, and communications, this course will include assessment of personal leadership styles, decision-making and the capacity to function as an organizational change-agent. The ability to lead other through change will be the central theme of this course.
(Offered every semester.) (4)

MGT 515 Business Ethics
This course deals with morality in the business environment. It will deal with the centrality of ethical values to the individual and the organization, scope of the moral responsibilities of corporations, and ethical choices pervasive in management in the 21st century.
(Offered every semester.) (3)

MGT 520 Managerial Accounting and Finance
This course is designed to provide applied competence in accounting and finance in the management of business organizations. The focus in on both how accounting measures can be used to promote efficient allocation of resources, and the ability to evaluate the business financing decisions in relation to their objectives. A case study approach will be taken.
(Offered every semester.) (3)

MGT 530 Managerial Economics
This course emphasizes the principles of economic theory which are essential to effective management decision-making. It reviews the fundamental principles of micro-economic and macro-economic theory. The focus is on: consumer demand; the nature and behavior of costs; the operation of markets; monetary theory and policy; financial institutions; employment and unemployment; capital formulation; and eonomic growth. A case study approach will be taken.
(Offered every semester.) (4)

MGT 540 Decision-Making for Managers
This course is designed to enable students to use various decision making models and techniques for more effective decision-making. Adult learners will be exposed to STAAR, statistical analysis, preferential analysis, decision trees, analytic hierarchy process, and conjoint analysis. Emphasis will be placed on group and team decision making. A case study approach will be taken.
(Offered every semester.) (3)

MGT 550 Marketing for Managers
This course will focus on providing students with the wherewithal to conceptualize and develop an organization-wide marketing plan. The case-studies approach is designed to develop the

necessary skills essential in making tactical and strategic marketing decisions.
(Offered every semester.) (3)

MGT 560 Business Law
This course provides non-lawyer managers an overview of state and federal government regulatory agencies and regulations, intellectual property rights, contracts and tort laws, as it applies to businesses. Emphasis on liabilities issues.
(Offered every semester.) (3)

MGT 570 Business Strategy and Industry Analysis
This course focuses on understanding what elements go into building a successful enterprise and creating a winning business strategy. Conversely, industrial analysis answers the question: what makes one industry more attractive than another for investment and employment? The focus is on developing the ability to formulate innovative strategies to create and sustain competitive advantages in a dynamic business environment. Tools for industry analysis will be introduced such as benchmarking. A case study approach will be taken.
(Offered every semester.) (4)

MGT 580 Introduction to Action Research
An introduction to the rationale and procedures of action research. Topics include: nature and purposes of research, planning and conducting research, critique and evaluation of research, sampling, experimental and quasi-experimental design, and action research. Content from this course will be integrated into all courses throughout the program.
(Offered every semester.) (3)

MGT 581 Statistics for Action Research
A continuation of MGT 580. Students will become familiar with tools for statistical analysis. Students will design statistical measures that apply to their action research project.
(Offered every semester.) (3)

MGT 582 Action Research Project
This is the culmination of a three-part comprehensive course running over the life of the program. This course provides instruction and support to students as they integrate the action research information gained in previous course work and conduct and refine their projects. Students will share ideas, concerns and drafts of their final projects for peer review. Students will implement and complete their research and report their findings to a faculty review board.
(Offered every semester.) (3)

MGT 600 International Management
The study of the legal impact of the various social institutions on international managers. The study of the role of culture, education, and politics in shaping attitudes toward work and leisure. The study of the role of discipline and motivation in different cultures.
(Offered every semester.) (3)

MGT 610 International Marketing
A study of the opportunities, distinctive characteristics, and emerging trends in foreign markets. This course includes an exploration of alternative methods and control; impact of social, cultural, economic, and political strategies; organizational planning differences; and the challenges of adapting American marketing concepts and methods to foreign markets.
(Offered every semester.) (3)

MGT 620 International Finance
A study of financial issues related to multinational business; the international financial environment; long term capital commitment to international ventures; and financial techniques for business operation.
(Offered every semester.) (3)

MGT 622 Case Study in Financial Management
Using the case approach, this course examines financial issues including capital budgeting and long-term financing decisions. Topics include interaction of strategic investment (long-term assets)

and financial decisions, projected cash flow, and risk analysis, required returns, alternative evaluation methods, capital structure consideration, and various financing methods.
((Offered every semester.) (3)

MGT 630 International Accounting
A study of accounting concepts, standards, and procedures for the international business environment. International and national accounting pronouncements affecting international business will be emphasized.
(Offered every semester.) (3)

MGT 633 Accounting Reporting and Analysis
A study of accounting measurements for general purpose financial reports. The course is to provide a working knowledge and a clear understanding of the contents of published financial statements.
(Offered every semester.) (3)

MGT 634 Federal Taxes
This course is an introduction to federal taxation in general, and income tax in particular. It will concentrate on the provisions that apply to all taxpayers, with particular concern for the taxation of individuals. The course is intended to provide grounding in such fundamental areas as the concept of income, income exclusions and exemptions, basic tax accounting, assignment of income and capital gains and losses.
(Offered every semester.) (3)

MGT 635 Auditing
An overview of the public accounting profession and its socioeconomic role; auditing techniques with an emphasis on EDP environment; audit procedures, practice and programs; working paper preparation; unqualified and qualified report writing.
(Offered every semester.) (3)

MGT 641 Career Management and Development
This is a comprehensive course, where students first learn about themselves and how that knowledge contributes to career success. They use various career resources to investigate careers and discover how goal setting and decision marketing are integral to career planning. They will learn how to use this knowledge in a managerial context to assist organizations in managing their workforce for maximum individual and organizational success.
(Offered every semester.) (3)

MGT 642 HRM for International Business
Consideration of the nature and significance of human relations as they affect the performance of the international business organization. Topics include group and inter-group relations, leadership, motivation, and communication systems. Relevant readings from psychology and social sciences are incorporated.
(Offered every semester.) (3)

MGT 643 Employee Training and Development
Increasing employees' capabilities to perform more efficiently, effectively and with greater productivity can often differentiate one company from another. The employee training and development course teaches students about the process of improving individual performance in organizations. Students will adopt the perspective of a training and development department that is responsible for the optimum contribution of all employees. Students will be challenged to apply their understanding of competency-based development strategies. Students can expect to learn the fundamentals of how to: conduct job analysis; assess trainees; develop competency-based training and evaluate training effectiveness.
(Offered every semester.) (3)

MGT 699 Graduate Project
Introduction to the sequence of steps followed during the identification and delineation of a research project that leads to the successful development of a study of international business. The complete research project includes introduction, review of literature, research methodology,

analysis and findings, and conclusion and recommendations.
(Offered every semester.) (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
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 fall 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 Marketing Planning
Prerequisite: MKT 220. This course focuses on the critical strategic and tactical marketing planning issues a firm faces. Topics covered include product life-cycle planning, new product planning, and the use of marketing research to aid the planning process. Special attention is paid to the key new product development steps including opportunity search, idea screening, economic evaluation, product development, product testing, and commercialization. (Offered every odd-year fall semester.) (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 335 Internet Marketing
Prerequisite: MKT 220. This course studies the many ways that the Internet has changed how business is conducted in the U.S. and around the world. It introduces students to entirely new business models and new techniques of marketing and management that have altered the economic landscape. Topics covered include: the history of business on the Internet, integrating the Internet into traditional businesses, the changing world of marketing online, service management on the Internet, and managing virtual communities. (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 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 440 Marketing and Sales Management
Prerequisite: MKT 220. This course focuses on advanced marketing and sales management concepts and problems faced by organizations. Emphasis is placed on both strategic and tactical issues involving all aspects of marketing and sales. These issues include: planning, execution, monitoring, and problem solving. Special attention is devoted to the critical aspects of developing and organizing the firm's sales efforts as a critical element in the execution of the firm's marketing tactics. (Offered every even-year spring semester.) (3)

MGT 445 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 as needed.) (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 general education 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.) **(LA) (QM)** (3)

MAT 103 Introduction to Probability and Statistics
Prerequisite: placement score of 3 or higher or C- or better in MAT 102 or the equivalent. Topics will include: display of data, descriptive statistics, measures of central tendency, linear regression, counting, probability, random variables, expected value and variance of a random variable, discussion of gathering data, discrete probability distributions (Bernoulli, geometric, binomial), and hypothesis

testing. (Offered every odd fall semester.) **(LA) (QM)** (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.) **(LA) (QM)** (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 semester.) **(LA) (QM)** (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 semester.) **(LA) (QM)** (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.) **(LA)** (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.) **(LA)** (4)

MAT 220 Structures of the Number System
Prerequisite: MAT 102 or MAT 105 or higher. This course is designed to provide students 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.) **(LA)** (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 odd spring semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (1-3)

MAT 309 Probability
Prerequisite: a grade of C- or better in MAT 207 or permission of instructor. Basic definitions of probability distributions and rules of probability counting, discrete and continuous probability distributions, discrete and continuous joint distributions of two random variables. (Offered every odd-year spring semester.) **(LA)** (3)

MAT 321 Differential Equations
Prerequisite: MAT 207 and a pre-/corequisite of MAT 210. This course examines aspects of the theory of ordinary differential equations and techniques of solving differential equations, including separable equations, exact equations, first order linear differential equations, and various second order linear differential equations. Linear second order differential equations with constant coefficients will be studied. Techniques for solving equations will include variation of parameters and the method of unknown coefficients. In addition, applications where differential equations model physical situations will be examined. Where appropriate, software will be used to help illustrate ideas and perform computations. (Offered every fall semester). **(LA)** (3)

MAT 330 Abstract Algebra
Prerequisite: a grade of C- or better in MAT 230 and MAT 245 or permission of the instructor. Algebraic structures, groups, rings, fields, and polynomial domains. (Offered every even-year fall semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

MAT 399 Independent Study
Prerequisites: junior or senior standing and consent of instructor. (Offered as needed.) **(LA)** (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.) **(LA)** (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.) **(LA) (FP)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (1)

MUS 140 Band
An instrumental ensemble open to any student who can demonstrate level 2 proficiency on his/her instrument. One concert is scheduled each semester, but other performance opportunities may also be available. Participation for the entire academic year is required to earn credit. A maximum of six credit hours may be applied toward graduation. The group meets for three hours each week. (Offered every semester.) (1)

MUS 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

Nursing

NUR 300 Health Assessment
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 semester.) (3)

NUR 303 Epidemiology
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 semester.) (2)

NUR 309 Family Health Nursing
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 semester.) (3)

NUR 311 Genetics in Nursing
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 life span. Students begin to evaluate the inherent ethical dilemmas that this expanding knowledge poses for modern health care providers. (Offered every semester.) (3)

NUR 315 Nursing Research
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 semester.) (3)

NUR 316 Nursing History
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 semester.) (1)

NUR 317 Professional Development
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 semester.) (1)

NUR 400 Business Planning for Health Care
This course provides students in the health care professions with basic business and entrepreneurial skills. Topics covered include: cost, 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 semester.) (3)

NUR 415 Community Health Nursing
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 semester.) (4)

NUR 425 Nursing Leadership
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 semester.) (3)

NUR 430 Professional Practice Issues
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 semester.) (2)

NUR 491 Senior Field Period
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 semester.) (3)

NUR 500 Issues and Trends in Leadership and Management I
This course seeks to promote a clear understanding of nursing's role and responsibilities in the health care system as differentiated by the needs of the client being served and the range of specialized services offered. The course begins with an overview of the economic and financial aspects of the healthcare delivery system, including specific issues across the system and their relevance to nursing, healthcare finance and control, and the evolving role of the Masters Prepared Nurse. Utilizing research and technology, the Masters Prepared Nurse assesses changes in health care delivery informed by the principles of related theories. Integration of such advanced understanding is analyzed related to the ability to deliver evidence-based and value-based nursing care. Ethical considerations and legal professional responsibilities surrounding the delivery of healthcare are explored in an ever changing environment.
(Offered every semester.) (3)

NUR 510 Nursing Theory and Research
This course presents a foundation for understanding the discipline and development of nursing knowledge as an essential component of scholarly practice for the Masters Prepared Nurse. This course provides the student with a better understanding of how evidence-based practice is translated into the healthcare environment. The research process is presented as students develop an appreciation for the thought processes used to formulate a research problem and purpose. Quantitative, qualitative, and outcomes research are examined in an effort to investigate a variety of research problems and purposes. Published studies are separated into their component parts to evaluate the logical consistency of the theoretical system and its interaction with the study methodology. Quantitative, qualitative, and mixed methods of research are reviewed through performance of critiquing skills. Methodology, implementation, and data analysis/evaluation are stressed as the processes of statistical analyses are presented. Relevant theories highlight the application of nursing research aimed at providing evidence-based nursing care across a variety of patient care settings. The interrelationship of nursing theory, research, and practice is explored using best practice models. This course includes the theoretical basis of outcomes research, a brief history of emerging attempts to examine outcomes, the importance of outcomes research designed to examine nursing practice, and methodologies used in outcomes research.
(Offered every semester.) (3)

NUR 520 Nursing Informatics
This course extends and integrates the nurse's knowledge of nursing science, nursing interventions and evidence-based practice with computer science, informatics science and technology. Students examine and critique a variety of health care information sources and technologies focused on improving patient care outcomes by navigating and evaluating their reliability and validity. Patient care is considered relative to technology teaching tools, particularly as it aims to improve standards of care. The utilization and management of various information

and communication technologies will be evaluated with attention to the ethical and legal ramifications. Those technologies that are most appropriate to enhance the delivery of patient care and to improve patient outcomes will be identified. (Offered every semester.) (3)

NUR 530 Issues and Trends in Leadership and Management II
This course provides the student with a greater understanding of the health of the world population. The course begins with an overview of the political aspects of the health care delivery system, including the relevance of the political process in nursing, and information describing how one can become informed. Social, political, and economic considerations are discussed within the delivery of global health care. Health policy is studied in relation to relevant theories and principals of patient-centered care. Research and theory are integrated as students consider potential strategies for change as leaders within the profession of nursing. Issues discussed include the controversy over the appropriate educational preparation for entry into practice. Information about the role of law and policy are explained in relation to legal issues in nursing practice. Leadership and management principles are further developed to give the masters prepared nurse the tools needed to perform in an international leadership role. (Offered every semester.) (3

NUR 550 Advanced Health Assessment
This course provides the adult learner with the opportunity to develop advanced health assessment skills. Using the nursing process, the adult learner will obtain and interpret health histories and conduct thorough physical examinations with diverse populations across the lifespan. Normal aging is compared to and contrasted with pathological history and examination findings. An introduction to the process of diagnostic reasoning is provided. Health promotion and risk reduction concepts are stressed throughout the course. Primary, secondary, and tertiary prevention strategies are explored in light of the various predictors of health (i.e. genomics, socioeconomic situation, culture, and spiritual beliefs). The adult learner is expected to engage in experiential hands-on learning. Students have an opportunity to apply theoretical knowledge and evidence-based knowledge while practicing health assessment skills in assigned teams. (Offered every semester.) (3)

NUR 560 Advanced Pathophysiology/ Pharmacology I
Using a systems approach, this course provides the adult learner with the opportunity to develop critical thinking skills and share knowledge related to the management of common pathophysiologic processes occurring within diverse populations across the lifespan. Systems to be explored include: cardiac, vascular, respiratory, and immune. Concepts of pharmacotherapy are presented including pharmaco-dynamics, pharmaco-kinetics, and pharmaco-genomics. In addition, non-pharmacologic, complementary, and/ or alternative therapies are explored. Economic implications and their effects on the ethics of health care decision making are discussed and explored. Identification and management of co-morbidities will be addressed, with a strong emphasis on the importance of support from caregivers and/ or family. (Offered every semester.) (3)

NUR 570 Advanced Pathophysiology/ Pharmacology II
Using a systems approach, this course provides the adult learner with the opportunity to develop critical thinking skills and share knowledge related to the management of common pathophysiologic processes occurring within diverse populations across the lifespan. Systems to be explored include: renal, gastrointestinal, genitourinary, endocrine, neurological, musculoskeletal and integumentary. Concepts of pharmacotherapy are presented including pharmaco-dynamics, pharmaco-kinetics, and pharmaco-genomics. In addition, non-pharmacologic, complementary, and/ or alternative therapies are explored. Economic implications and their effects on

the ethics of health care decision making are discussed and explored. Identification and management of co-morbidities will be addressed, with a strong emphasis on the importance of support from caregivers and/or family. (Offered every semester.) (3)

NUR 620 Philosophy and Theories of Teaching and Learning
This course provides the foundation for understanding and ultimately applying the philosophy and theories of education. Evidence-based research of educational methodologies is incorporated as students are introduced to educational planning. Development of critical thinking is highlighted for both didactic and clinical learning settings. Professional as well as personal development is encouraged as criteria to analyze ways of thinking and ways of knowing through self-examination are explored. The value of life-long learning is highlighted and encouraged. Learning styles as well as pedagogy and androgogy are compared and contrasted using current and historical education philosophy, theory, and research. Cultural sensitivity is stressed as theories of adult learning are examined. The student applies learning processes appropriate to a variety of educational settings, i.e., academic, staff development, continuing education, and community education Service learning is highlighted as selected examples from case studies are studied and evaluated. (Offered every semester.) (3)

NUR 630 Teaching and Learning Environments and Governance
This course focuses on the role of the nurse educator in creating an effective learning environment with the structure, culture and governance of the setting. The unique needs of the learner and context in which learning occurs are assessed. This information is then used to design a relevant teaching strategy. Evaluation methods are reviewed and analyzed to determine the effectiveness of the learning experience. Institutional and specialized accreditation guidelines are reviewed. (Offered every semester.) (3)

NUR 640 Teaching and Learning Methods
This course provides the student the opportunity to directly apply the philosophies and theories of education as they relate to the methods of teaching. Curriculum design and development including the rationale for course development from less to more complex within an integrated nursing program are examined. Various methods for determining clock/credit hour designations as well as faculty workload formulas for class and clinical hours are explored. Student learning styles are further studied in relation to various classroom strategies (i.e., learning through dialogue/discussion; learning through the use of narratives; concept mapping as a problem-solving tool; traditional lecture for selected types of learning). Designs for the evaluation of learning outcomes via testing and measurement within the cognitive, psychomotor, and affective domains are studied along with educator skills aimed at the development of assessment plans for student, course, and program evaluation. Students explore and integrate tools of nursing informatics within the traditional as well as nontraditional leaning environments. (Offered every semester.) (3)

NUR 710 Education Internship
This course provides the opportunity for the direct application of teaching/learning theory, classroom and clinical instruction as well as outcome measurement in a self-selected student teaching experience. Adult learners are encouraged to select a setting that is consistent with their future professional goals as an educator. The internship experience must include a minimum of 80 hours of combined instructional and evaluation preparation. The opportunity for experiential and service learning is provided as students accept accountability and apply concepts learned. Professional and personal development is encouraged throughout the experience as continuous self-evaluation occurs. This course runs concurrently with NUR 620, NUR 630 and NUR 640.

(Offered every semester.) (3)

NUR 750 Professional Seminar / Capstone
This course integrates and applies knowledge gained through the core and specialty courses as well as internship experiences. Current issues and concepts affecting the role of the Masters Prepared Nurse are explored relative to their ability to affect change. Research and theory are integrated as students propose potential strategies for change as leaders within the profession of nursing. The final evidence-based action research project will be included in a professional portfolio as an indicator of having met program outcomes. (Offered every semester.) (3)

Occupational Science

OCC 120 Introduction to Occupational Therapy
This course will introduce the student to occupational therapy by examining the history and development of its philosophical base and core values. Students will understand the scope of OT through an introduction to the psychosocial, physical and cultural contexts of the OT profession. In addition, students will be introduced to the OT Practice Framework and an occupation based model of practice. (Offered every spring semester.) (3)

OCC 137 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 spring semester.) (3)

OCC 220 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. (To be last offered fall 2012.) (3)

OCC 222 Musculoskeletal Function
This course will only affect OT transfer students attempting to enter the junior year of the OT curriculum who have taken two 4- credit courses in Anatomy & Physiology (or similar courses) but who have not taken a Kinesiology course. This course would be taken by junior OT transfer students who enter the program in the fall semester. OT junior transfer students who enroll during the spring semester will register for the current BIO 222 Applied Anatomy course. (Offered as needed.) (2)

OCC 225 Occupational Science
This course will examine the principles of occupational science and the use of occupation to establish meaning and competence. Occupational science is an interdisciplinary profession based on anthropology and sociology professional literature. Students will understand how people establish identity through the development of the occupational self. In addition, they will apply the strategies of foundational task and activity analysis to occupations in context. Students will recognize the influence of occupation on well-being and quality of life through understanding an occupation based practice model. (Offered every fall semester starting fall 2013.) (3)

OCC 331 Pediatric Medical Conditions
Prerequisites: BIO 202, BIO 203, BIO 222. The Pediatric Medical Conditions course will explore the pediatric conditions and diagnosis that are seen in children birth to 18 years old. It will focus on the dysfunction that will impact occupational performance and outcomes. This course is designed to develop the foundation knowledge along the curriculum practice theme for students to apply to later courses

to aid in assessment and intervention. (Offered every fall semester starting fall 2014.) (3)

OCC 332 Adult Medical Conditions
Prerequisites: BIO 202, BIO 203, BIO 222. The Adult Medical Conditions course will explore the pediatric conditions and diagnosis that are seen in adults from 18 years old throughout life. It will focus on the dysfunction that will impact occupational performance and outcomes. This course is designed to develop the foundation knowledge along the curriculum practice theme for students to apply to later courses to aid in assessment and intervention. (Offered every fall semester starting fall 2014.) (3)

OCC 334 Professional Development I
Prerequisites: OCC 120, OCC 225. This course will include discussion, lecture and experiential opportunities to foster professional and scholarly development in the field of occupational therapy. Students will develop foundational skills necessary for successful completion of Level I & II Fieldwork and initiation of a scholarly research project in the graduate year. The focus of the course will be to provide an introduction of the research process and professional behaviors. (Offered every fall semester starting fall 2014.) (1)

OCC 335 Professional Development II
Prerequisite: OCC 334. This course will include discussion, lecture and experiential opportunities to foster professional and scholarly development in the field of occupational therapy. Students will develop foundational skills necessary for successful completion of Level I & II Fieldwork and initiation of a scholarly research project in the graduate year. The course will focus on professional presentations and beginning literature reviews. (Offered every spring semester starting spring 2015.) (1)

OCC 341 Pediatric Medical Application
Prerequisites: OCC 331,OCC 332. The Pediatric Medical Application course will explore pediatric assessment in the medical and rehabilitation setting. Analysis of appropriate use and interpretation of assessments along with evidence-based treatment techniques from a range of theoretical frames of reference is used. Experiences through laboratory assignments along with clinical reasoning and use of case studies are included; lecture and laboratory. (Offered every spring semester starting spring 2015.) (4)

OCC 342 Adult Medical Application
Prerequisites: OCC 331, OCC 332. The Adult Medical Application course will explore adult assessment in the medical and rehabilitation setting. Analysis of appropriate use and interpretation of assessments along with evidence-based treatment techniques from a range of theoretical frames of reference is used. Experiences through laboratory assignments along with clinical reasoning and use of case studies are included; lecture and laboratory. (Offered every spring semester starting spring 2015.) (4)

OCC 343 Mental Health Application
Prerequisites: PSY 101, PSY 336. An integrated theory and practice course examining Occupational Therapy models for psychosocial treatment approaches. Areas explored will include techniques for prevention, remediation of role dysfunction, maintenance of competence, and adaptations related to psychosocial dysfunction; lecture and laboratory. (Offered every spring semester starting spring 2015.) (4)

OCC 351 Occupational Development in Childhood
Prerequisites: SOC 302, OCC 137, OCC 220. 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 through fall 2013.) (3)

OCC 352 Occupational Development in Adolescents and Middle Adult
Prerequisites: SOC 302, OCC 137, OCC 220. 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 through fall 2013.) (3)

OCC 353 Occupational Development in Later and Older Adult
Prerequisites: SOC 302, OCC 137, OCC 220. 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 through fall 2013.) (3)

OCC 355 Theory Development and Application
Prerequisite: OCC 225. Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysis of current theories, models and frames of reference which shape practice and scholarship, in-depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning. (Offered every spring semester starting spring 2015.) (3)

OCC 361 Occupational Dysfunction in Childhood
Prerequisites: PSY 101, SOC 101, 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 through spring 2014.) (3)

OCC 362 Occupational Dysfunction in Adolescence-Middle Adulthood
Prerequisites: PSY 101, SOC 101, 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 through spring 2014.) (3)

OCC 363 Occupational Dysfunction in Later Adulthood-Older Adulthood
Prerequisites: PSY 101, SOC 101, 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 through spring 2014.) (3)

OCC 365 Occupation, Adaptation and Technology I
This course focuses on the use of therapeutic adaptations and technologies that support occupational performance. Students develop skills with specific assessment of occupational performance including manual muscle testing, sensory functions, and goniometry. This course also provides learning experiences in the areas of splinting and skill development with wheelchair components and transfers. (Offered every spring semester through spring 2014.) (3)

OCC 399 Independent Study
Prerequisite: consent of the instructor. (Offered every semester.) (1-3)

OCC 425 Occupations Across the Lifespan
Prerequisites: OCC 225, OCC 441, OCC 442, OCC 443. This course will develop the students' skill in understanding and applying the principles of occupation as it applies to the health and wellness of individuals. It will explore current occupations across the lifespan and discuss how to foster occupational balance and adaptation in response to life changes. (Offered every spring semester starting spring 2016.) (3)

OCC 430 Clinical Skills I
Prerequisites: OCC 331, OCC 332. This clinical laboratory course focuses on the foundational clinical skills of assessment and therapy that support occupational performance. Students develop skills with special assessment of occupational performance including manual muscle testing, sensory functions, and goniometry. This course also provides learning experiences in the areas of splinting and skill development with wheelchair components and transfers. (Offered every fall semester starting fall 2015.) (3)

OCC 431 Clinical Skills II
Prerequisite: OCC 430. 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 spring semester starting spring 2016.) (3)

OCC 434 Professional Development III
Prerequisite: OCC 335. This course will include discussion, lecture and experiential opportunities to foster professional and scholarly development in the field of occupational therapy. Students will develop foundational skills necessary for successful completion of Level I & II Fieldwork and initiation of a scholarly research project in the graduate year. This course will focus on Level I Fieldwork preparation and the development of research questions. (Offered every fall

semester starting fall 2015.) (1)

OCC 435 Professional Development IV
Prerequisite: OCC 434. This course will include discussion, lecture and experiential opportunities to foster professional and scholarly development in the field of occupational therapy. Students will develop foundational skills necessary for successful completion of Level I & II Fieldwork and initiation of a scholarly research project in the graduate year. This course will focus on Level II Fieldwork preparation and forming master level working groups. (Offered every spring semester starting spring 2016.) (1)

OCC 441 Pediatric Community Application
Prerequisite: OCC 341. The Pediatric Community Application course will explore pediatric assessment in the community including the educational setting and early intervention. Analysis of appropriate use and interpretation of assessments along with Evidence-Based techniques from a range of theoretical frames of reference is used. Experience through lab assignments along with clinical reasoning and use of case studies are included; lecture and laboratory. (Offered every fall semester starting fall 2015.) (4)

OCC 442 Adult Community Application
Prerequisite: OCC 342. The Adult Community Application course will explore adult assessment in the community including topics outpatient care and home health. Analysis of appropriate use and interpretation of assessments along with Evidence-Based techniques from a range of theoretical frames of reference is used. Experience through lab assignments along with clinical reasoning and use of case studies are included; lecture and laboratory. (Offered every fall semester starting fall 2015.) (4)

OCC 443 Mental Health Community Application
Prerequisite: OCC 343. An integrated theory and practice course examining occupational therapy models for psychosocial treatment approaches specifically in community based practice settings. Areas explored will include group processes, clinical program design, and assessment and treatment techniques; lecture and laboratory. (Offered every fall semester starting fall 2015.) (4)

OCC 455 Managerial Roles
Prerequisite: PHL 115. The focus of this course is on the application of current literature in management and leadership to the roles of a manager, consultant, and leader within traditional and non-traditional practices settings. Students will actively participate in developing skills relating to human resources, budgeting, and management. (Offered every spring semester starting spring 2016.) (3)

OCC 460 Integration Lab Across the Lifespan
Prerequisites: OCC 441, OCC 442, OCC 443. This course is designed to integrate the concepts and skills gained throughout the professional education program by having the student complete formal presentations and expanded written assignments of patient case studies. Emphasis will be placed on evaluating, the OT assessment and treatment plan development process in a holistic manner, which includes the patients' physical, psychological, and social situation. Treatment alternatives selected will be validated through the use of professional literature; lecture and laboratory. (Offered every spring semester starting spring 2016.) (4)

OCC 471 Occupational and Assessment Intervention in Childhood I
Prerequisites: SS 231, OCC 351, OCC 361. 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 through fall 2014.) (4)

OCC 472 Occupational and Assessment Intervention in Adolescence-Middle Adulthood I
Prerequisites: SS 231, PSY 336, OCC 352, OCC 362. 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 through fall 2014.) (4)

OCC 473 Occupational and Assessment Intervention in Later Adulthood-Older Adulthood I
Prerequisites: SS 231, PSY 336, OCC 353, OCC 363. 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 through fall 2014.) (4)

OCC 475 Occupation, Adaptation and Technology II
Prerequisites: BIO 222 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 through fall 2014.) (3)

OCC 477 Functional Group Work in Occupational Therapy
Prerequisites: PSY 336. 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 through spring 2015.) (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 through spring 2015.) (4)

OCC 483 Occupational Therapy Assessment 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 semester through spring 2015.) (4)

OCC 490 Occupational Science (Level 1.b) Field Period

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 24 weeks 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. This course is designed to facilitate successful participation as a principle investigator on a research project through exploration of topics pertinent to occupation-based practice. The student will select a research topic relevant to current occupational therapy practice and develop a scholarly research project proposal to be approved by the student's major advisor and graduate committee. Student research involving human subjects must be approved by the Human Subjects' Institutional Review Board (HSIRB) or be certified exempt by the Chair of the HSIRB. Data collection may begin during this course or conducted while the student is completing his/her Fieldwork Level II experience. Class meetings will include lectures, seminar discussions, and lab activities that will guide and support the student while completing this independent research project. Outside of class, students will engage in self-directed activities and meet with their assigned advisors for mentorship as they work on their individual research projects. (Offered every fall semester through fall 2015.) (5)

OCC 513 Advanced Theory I
Prerequisite: B.S. in Keuka College occupational science. Evaluate how occupational therapy's core constructs address professional identity and competence. Describe how the field's theoretical concepts are developed and used for effective treatment and program planning. (Offered every fall semester through fall 2015.) (3)

OCC 515 Leadership and Management issues for Occupational Therapy I
Prerequisite: B.S. in Keuka College occupational science. The focus of this course is on the application of current literature in management and leadership to the roles of a manager, consultant, and leader within the traditional and non-traditional practice settings. Students will actively participate in developing case based programming with issues relating to human resources, budgeting, and management. (Offered every fall semester through fall 2015.) (3)

OCC 521 Scholarly Project I
Prerequisite: B.S. in occupational science. This course is designed to facilitate successful participation as an investigator on a research project pertinent to occupation-based practice. The student will develop a scholarly research project proposal to be approved by the student's major advisor and graduate committee. Student research involving human subjects must be approved by the Human Subjects' Institutional Review Board (HSIRB) or be certified exempt by the Chair of the HSIRB. Students may choose to engage in a variety of research methodologies. Data collection may begin during this course or conducted while the student is completing his/her Fieldwork Level II experience. Class meetings will include lectures, seminar discussions, and lab activities that will guide and support the student while completing this research project.

Outside of class, students will engage in self-directed activities and meet with their assigned advisors for mentorship as they work on their research projects. Upon completion of this course, students will have written the first chapters of the thesis document. (Offered every fall semester starting fall 2016.) (3)

OCC 522 Scholarly Project II
Prerequisite: B.S. in occupational science. This course is designed to facilitate the completion of the research project through the compilation of data, analysis of results, and completion of a scholarly paper that has the potential for later publication and/or presentation at a peer-reviewed conference. Students will defend their research project to the graduate committee and invited Keuka College faculty and students. A group poster presentation forum to the Keuka College community will also be required.
(Offered every spring semester starting spring 2017.) (3)

OCC 530 Clinical Skills III
Prerequisite: B.S. in occupational science. Students will develop advanced skills relating to motor control theory and practice applications. It is designed to progress critical thinking beyond basic anatomy and neurological functions for promoting occupational performance for clients; lecture and laboratory. (Offered every fall semester starting fall 2016.) (4)

OCC 531 Action Oriented Research II
Prerequisite: B.S. in occupational science. This course is designed to facilitate the completion of the research project through the compilation of data, analysis of results, and completion of a scholarly research paper that has the potential for later publication and/or presentation at a peer-reviewed conference. Students will work closely with their assigned adviser as they complete their data analysis and research paper. Each student will individually defend his/her research project to the graduate committee and invited Keuka College faculty and students. A group poster presentation forum at Keuka College will also be required. (Offered every spring semester through spring 2016.) (3)

OCC 535 Leadership and Management issues for Occupational Therapy II
Prerequisite: B.S. in Keuka College occupational science. This course focuses on the application of current literature in management and leadership to the roles of advocate and leader within the traditional and non-traditional practice settings. Students will develop foundation skills for program, state, national, international leadership activities. (Offered every fall semester through fall 2015.) (3)

OCC 555 Global Advocacy·
Prerequisite: B.S. in occupational science. This course focuses on the application of current literature on the roles of the therapist as advocate and leader at the local, state, national and international level. Students will study such topics as social inclusion, occupational justice, and medical ethics. Students will develop an understanding of how legislation and public policy develop and their impact on diverse practice areas. Students will attend a local community legislative or political board meeting to observe political action in process. (Offered every fall semester starting fall 2016.) (3)

OCC 560 Clinical Capstone
Prerequisite: B.S. in occupational science. This course will focus on development of critical reasoning skills using advanced case studies. These exercises will provide opportunities ·for linking evidence based knowledge within advanced practice situations. The course will also address education, preparation for professional certification and licensure. (Offered every spring semester starting spring 2017.) (3)

Organizational Management

ORG 415 Group and Organizational Dynamics
This course is a study of group behavior and how group functioning affects organizational effectiveness, with emphasis on decision-making and conflict

resolution. Adult learners develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) **(LA)** (3)

ORG 425 Organizational Communication
This module investigates the role of communication in creating a productive organizational environment. It aids adult learners in developing and strengthening their communication skills by focusing on interpersonal, group and presentation skills. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) **(LA)** (3)

ORG 435 A Systems Approach to Organizational Change
Adult learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Adult learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to adult learners' work-related, independent study projects. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) **(LA)** (3)

ORG 445 Human Resource Management
Through assigned readings, simulations, case studies, and class discussions, adult learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) (3)

ORG 455 Personal Values and Organizational Ethics
In this module, adult learners discover and define their own beliefs, values, purpose, moral philosophy, and ethical principles. No particular view or perspective will be prescribed, and because expressing and hearing disagreement are essential team skills, the course also provides adult learners with opportunities to practice skills that will transfer to the workplace. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) **(LA)** (3)

ORG 465 Action Research Project
The Action Research Project is a major research effort designed to apply the action research model to adult learners' work locations. This module serves as the capstone to the organizational management program by providing a platform for application of knowledge and skills acquired within an organization's changing environment. This course enhances knowledge in an area related to one's work or community, improves writing and presentation skills, and develops research skills to assist in decision making. Intended for adult learners, utilizing adult learning theory.
(Offered every semester.) (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.) **(LA) (SI) (EI)** (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.) **(LA)** (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.) **(LA) (SI) (EI)** (3)

PHL 215 Environmental Ethics
Prerequisites: ENG 112; PHL 101 or PHL 115 or consent of instructor. This course examines the numerous moral issues that arise from studying the environment, integrating both classical and modern ethical theory. The course also examines the critical roles played by diverse communities in addressing these critical environmental issues. (Offered every odd-year spring semester.) **(LA) (EI)** (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, and 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 as needed.) (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 as needed.) (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 as needed.) (1)

PE 116 Lifeguard Training
This course covers material that allows a student to become certified by the American Red Cross in any of the following areas: lifeguarding, waterfront lifeguarding, first aid, CPR for the professional rescuer, and automated external defibrillator essentials. (Offered as needed.) (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 as needed.) (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 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.) **(LA) (PN) (EM)** (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.) **(LA) (PN) (EM)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA) (CS)** (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.) **(LA) (CS)** (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 individual participatory roles within global webs of interdependence. (Offered every semester.) **(LA) (CC)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 international trends. (Offered every even-year spring semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 spring semester.) **(LA)** (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.) **(LA)** (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.) **(LA) (SI) (EM)** (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.) **(LA) (SI)** (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.) **(LA)** (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.) **(LA)** (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 semester.) **(LA)** (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.) **(LA)** (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.) **(LA)** (3)

PSY 301 Adult Development and Life Assessment
This course introduces adult learners to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theory are examined. These theories then provide the paradigm for self-analysis and life assessment. Intended for adult learners utilizing adult learning theory. (Offered every semester.) **(LA)** (3)

PSY 323 Developmental Psychopathology
Prerequisites: PSY 336. A survey of selected psychological disorders of children from the developmental perspective. Topics include diagnostic characteristics of the disorders, the identification of factors that influence that development of psychopathology in children, the developmental implications of existing psychopathology, and treatment modalities. (Offered every odd spring semester.) **(LA)** (3)

PSY 325 Learning and Cognitive Processes
Theories and research findings in classical and instrumental conditioning and information processing, including perception, memory, and thinking in humans and other animals. (Offered every odd-year spring semester.) **(LA)** (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.) **(LA)** (4)

PSY 329 Psychological Tests and Measures
Prerequisites: PSY 101, SS 231. Principles of psychological tests, including standardization, reliability, validity, and test construction; intelligence and personality tests; ethical and legislative issues. (Offered every odd-year spring semester.) **(LA)** (3)

PSY 332 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. Course includes a laboratory section. (Offered every fall semester.) **(LA)** (4)

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.) **(LA)** (3)

PSY 335 Psychology of Motivation
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 even-year spring semester.) **(LA)** (3)

PSY 336 Abnormal Psychology and Psychopathology
Disordered behavior, major syndromes, theories of etiology, and approaches to treatment. (Offered every spring semester.) **(LA)** (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 fall semester.) **(LA)** (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.) **(LA)** (3)

PSY 360 Junior Research Seminar
Prerequisite: PSY 332. 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.) **(LA)** (3)

PSY 390 Psychology Field Period/ Practicum
Prerequisite: sophomore standing. A supervised practicum in sites providing psychological or related services and/ or that are informed by, and apply, psychological research and knowledge. Working individually with psychology faculty, students will identify specific learning goals and psychological research and literature that will inform their experience and that provides the basis for a summative analytical report integrating research and practice. Students must submit an initial proposal for approval by the psychology faculty by the end of the fourth week of the semester prior to the anticipated Field Period. Student should consult the psychology Field Period handbook in preparing for this practicum. May be repeated for credit. (Offered every January and summer semester.) **(LA)** (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 contemporary development in psychological theory, research, or application. (Offered every even-year fall semester.) **(LA)** (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.) **(LA)** (4)

PSY 436 Advanced Topics in Abnormal Psychology
Prerequisite: PSY 336. Examination of selected topics in abnormal psychology. Topics include diagnostic criteria, functional characteristics, etiology and treatment of personality disorders as well as focused attention on selected major syndromes. **(LA)** (3)

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 even-year spring semester.) **(LA)** (3)

PSY 445 Psychology as a Profession
Prerequisite: Senior status or permission of instructor. This course provides a foundation for students anticipating graduation and who are considering post graduate study and/or entry level career opportunities in psychology. Students will be guided in their professional development decision by self assessments of their professional interests, abilities and resources and will develop systematic strategies to assist in achieving their post graduate goals. Course is pass/fail. (1)

PSY 450 Senior Research Seminar
Prerequisite: PSY 360 and senior standing in psychology or consent of instructor. Student-initiated research projects include final 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.) **(LA)** (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.) **(LA) (CC) (SI)** (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) **(LA)** (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.) **(LA** (1)

SS 231 Statistics for Social Science
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.) **(LA) (QM)** (3)

SS 232 Research Methods for the Health Sciences
Prerequisite: SS 231. This course introduces the concepts and principles of the research process in the health sciences that will lay the foundation for the understanding, appreciation, and application of research in health care. Students will become familiar with research terminology and develop an understanding of methods of inquiry including the development of a question. Topics will include ethical considerations when conducting research, research designs, data collection and analysis, and the processes and procedures for conducting research. Students will be able to critically read and evaluate existing research, identify the strengths and weaknesses of different methodological approaches, and enhance their ability to think and reason critically in order to make ethical decisions involving research. (Offered every spring semester). **(LA)** (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.) **(LA)** (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.) **(LA)** (1-3)

SS 402 Senior Seminar in Social Sciences
Prerequisite: senior standing in criminology/ criminal justice or sociology. This capstone course involves the overview, synthesis and re-examination of academic and experiential learning in the major while anticipating a career and/or further education. A close examination of a topic (e.g. social policy, comparative criminal justice systems or new directions in Criminology, Criminal Justice or Sociology) allows for a summary, reassessment and critique of the major discipline's knowledge base and its applications as embodied in the coursework required in the major. Students will generate a portfolio representing course-work and major-related experiential learning. They will engage in self-assessment, learning-consolidation and reflection in order to apply insights to future activities. (Offered every spring semester). **(LA)** (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.) **(LA)** (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.) **(LA)** (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, Code of Ethics, 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 use 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
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; or participation in an experiential activity is required. (Offered every spring semester). **(LA)** (3)

SWK 209 Perspectives in Early Childhood Disabilities
Prerequisite: None. Examination of early childhood disabilities from a strengths based perspective which states that all individuals are seen in regards to strengths. Students will study specific disabilities and know causes; prenatal and post-natal. Service delivery focuses on systems theory which addresses the child with his/her environment. The primary age group discussed is infants and children ages 0-4 with disabilities and their families. Students will develop the understanding of working with interdisciplinary teams. (Offered every spring semester.) **(LA)** (3)

SWK 211 Generalist Social Work Practice I
Prerequisites: SWK 101. An introduction to the social work profession; values, ethics, theories, concepts and generalist practice methods. Foundational generalist practice skills for work with client systems of various sizes to include micro, messo, and macro levels of practice. Generalist social work practice encompasses assessment and intervention within all three levels of practice founded in the principles of systems theory. Students will engage in a variety of experiential learning activities such as: professional writing, social work documentation, human service program design and evaluation, counselor/client relationships, interviewing and assessing techniques, skills in communication and confidentiality. (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 non-judgmental 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 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). **(LA)** (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
Pre- or corequisite: BIO 202. 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 spring 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 302 Social Work Research Methods
Corequisite: SS 231. This course will introduce students to the concepts and principles of social work research methodology. Topics include familiarization with research terminology, problem formulation, conceptualization and operationalizing research questions, measurement, methods of data collection, types of data collection, sampling, causal inference, and research designs. Emphasis will be placed on developing skill in evaluating one's own practice, particularly through single-system design. The course will also develop the student's ability to critically evaluate published research and to formulate and carry out research. Respect for the unique characteristics of diverse populations will be stressed as the course covers social work research in light of diversity, multicultural biases, and social and economic justice. (Offered every spring semester.) (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 fall semester.) (3)

SWK 332 Group Processes
Prerequisite: None. Formation, definition, and process of a group; group interactions using group exercises and observations, and beginning facilitator experience. (Offered every spring semester.) **(LA)** (3)

SWK 333 Gerontological Social Work
An understanding of basic social work theories, intervention models, and practice skills related to gerontological populations. Additional emphasis on issues of ethics, diversity, and role caregivers will be addressed. Current macro policies and their impact on this population will be discussed. Related developmental practice issues will cover ages 55 through 85 plus. (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, SWK 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 or SWK 302. 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 through individual and group supervision with an emphasis on use of professional self, transference and counter transference. Students develop greater awareness of the professional use of self through parallel process. (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 100 Sociology First Year Workshop
Prerequisites: None. A one credit hour workshop for the purpose of
1. socializing students to the process of building the Learning Portfolio
2. orienting students to occupations/ careers (and related processes) in social science, social justice and related fields
3. demonstrating linkages between academic training, applied work and specific occupational roles and
4. fostering an appreciation for practices consistent with life long learning and continued professional development.
Offered every spring semester. (1)

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.) **(LA) (CS) (OC)** (3)

SOC 200 Introduction to Sociological Theory
Prerequisite: SOC 101. An introduction to the major schools of thought and theoretical orientations in the sociological tradition, with a focus on relevance and application. **(LA)** (3)

SOC 201 Introduction to Applied Methods in Sociology
This course introduces students to theory and common methods of applied sociology, also known as sociological practice, particularly in the field of community studies. Through study, simulation, and field experience, students will learn and practice applying basic methods and skills in such areas as meeting facilitation and group decision making; needs assessment; community resource analysis, policy analysis; policy and program development; grant writing and administration; program evaluation; conflict mediation; action research; and organizational and social change. (Offered every even-year fall semester). (3)

SOC 202 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. (Offered every spring semester.) **(LA)** (3)

SOC 222 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.) **(LA)** (3)

SOC 245 Environmental Sociology
Prerequisite: SOC 101. This course is an introduction to the field of Environmental Sociology, the study of the interaction between human societies, social behavior and the natural environment. Focusing on modern societies, we examine social and cultural factors that 1) affect the overall societal-environmental relationship and, 2) affect environmental problems and collective efforts to respond to them. Social factors include social-structural elements such as the economy, government and communities as well as patterns of social inequality. Cultural factors include prevailing and competing beliefs about the natural environment and values as manifested in life-style, aesthetics and civic participation. Social movements addressing these factors will also be examined. (Offered every odd-fall semester). **(LA) (PN)** (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.) **(LA)** (3)

SOC 301 Methods of Social Research
Prerequisite: SS 231, SOC 201 or CRM 285. This course focuses on qualitative and quantitative methods of empirical social research, techniques of design, hypothesis testing, collection, analysis, and interpretation of data. Intended for students with appropriate background in social science. (Offered every spring semester.) **(LA)** (4)

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.) **(LA)** (3)

SOC 303 Victimology
Prerequisite: SOC 202 or permission of instructor. This course involves the study of issues related to crime victimization. An overview of the historical and emerging role of victimology as a field of study provides the foundation necessary to examine patterns of victimization. A survey of theories of victimization emphasizes how the recognition of victims in the study of crime influences criminological theory and research. Issues particular to types of offenses and to specific populations of victims are examined and discussed. Myths surrounding crime victims and victimization are critically evaluated for their accuracy and explanatory value. The relationship between the crime victim and the criminal justice system is also examined. Implications for research and policy are explored. Also listed as CRM 303.
(Offered every fall semester.) **(LA)** (3)

SOC 311 Organized Crime
Prerequisite: SOC 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.) **(LA)** (3)

SOC 312 Predatory Crime and Violence
Prerequisite: SOC 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.) **(LA)**

SOC 322 White Collar and Corporate Crime
Prerequisite: SOC 202 or permission of instructor. This course examines the conceptualization, operational definitions and typologies of white collar and corporate crime. Methods of studying these crimes are evaluated. A survey of theories and a review of research findings and case studies serve to identify the impacts of these crimes on both the individual and society. They also highlight the individual, organizational, and contextual variables related to offending. This course provides an introduction to the various social, political, and legal controls on white collar and corporate offending, and policy implications for responding to and controlling these crimes. Also listed as CRM 322. (Offered every odd-year fall semester.) **(LA)** (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.) **(LA)** (3)

SOC 325 Environmental Crime
Prerequisite: CRM 101 or permission of instructor. This course examines crimes and near-crimes where environmental harm results. With a focus on the U.S.A., the following topics will be examined: the evolving legal and cultural definition of environmental crime; the enforcement of environmental laws by both federal and state regulatory structures and by policing agencies, prosecutors, and courts; types of environmental crimes and types of criminals including motivations, causal factors and conducive conditions. As well, we note the international scope of some environmental crime and the complexity of international responses. Also listed as CRM 325. (Offered every even-year spring semester.) **(LA)** (3)

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.) **(LA)** (3)

SOC 346 Family Violence
Prerequisite: junior standing. This course provides introduction to the estimates of prevalence, severity, and types of family violence in the United States. A history of family violence and the ideologies, social policy, law, and cultural practices and attitudes that structurally support family violence will be explored. Students will gain an understanding of the sociological and social psychological factors that contribute to and perpetuate family violence, examine the theoretical perspectives currently utilized in the study of family violence, and apply them to various types of family violence. The course provides for a critical examination of a range of policies and programs designed to prevent and respond to particular forms of family violence. Also listed as CRM 346. (Offered every odd-year spring semester) **(LA)** (3)

SOC 353 Drugs in American Society
Prerequisite: ENG 112. This course is designed to provide specific knowledge about contemporary alcohol and drugs issues. Drug use and abuse are examined as social—rather than medical or psychopathological—phenomena. Course materials review how, why, and when "drugs" were and are feared, exalted, condoned, and/or stigmatized. Specifically, the course addresses the history of drug use and regulatory attempts in the United States; the relationship between drug use and racism/class conflict; pharmacology and use patterns related to specific drugs; perspectives on the etiology of drug use/abuse; drug using subcultures; drug policy, drug legislation, and enforcement; the promotion and condemnation of drug activities in the mass media. Also examined are the problems associated with drug use and sale, such as physical and mental health changes, familial problems, crime and violence. Also listed as CRM 353. (Offered as needed.) (3)

SOC 375 Groups and Organizations
Prerequisite: SOC 101 or permission of instructor. This course addresses mid-level social structures focusing on groups and organizations. Together with communities, these patterned social relationships weave the individual into and comprise key elements of the larger society. The structure and dynamics of groups and of various organizational types will be examined through analysis of communication, leadership, cooperation and cohesion, inter-group relations, conflict, power, politics and change. The societal impacts of these meso-level structures will be considered. (Offered every odd-year spring term). (3)

SOC 376 Social Movements and Collective Behavior
Prerequisite: SOC 101 and junior standing. In this course, the conceptually distinct theoretical models of this especially dynamic area of society are examined. The emergence and development of such forms of behavior as crowds, mobs, riots, and strikes—including revolutions, protests, fads, fashions, rumors, panics, crazes, and organized social movements—are studied. Together, these model relations at the inter-group level of analysis. (Offered every even-year spring semester.) (3)

SOC 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

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.) **(LA)** (3)

SOC 420 Social Problems and Their Impact on the Workplace
This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, sexism, drug and alcohol abuse, illiteracy and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences and solutions to these problems. Intended for adult learners utilizing adult learning theory. (Offered every semester.)**(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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.) **(LA)** (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 odd-year spring semester.) **(LA)** (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.) **(LA)** (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 even-year spring semester.) **(LA)** (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 personnel 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 fall 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.) **(LA) (FP)** (3)

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.) **(LA)** (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 as needed.) **(LA)** (3)

THR 222 Foundations of Acting and Directing
Introduction to the fundamentals of acting and the directing process. The course includes techniques for developing self-expression and self-confidence, enhancing powers of concentration, and exploring a systematic approach to preparing a role for performance. Additionally, the course will focus on the preparation, analysis, and rehearsal skills a director needs to achieve a successful production. Attendance at, as well as responses to, a number of stage productions scheduled during the term are required. (Offered every even-fall semester.) (3)

THR 231 Technical Direction and Design
An introduction to the elements of theatrical design and basic skills in areas of construction, lighting techniques, drafting and stagecraft. (Offered every even-year spring semester.) **(LA)** (3)

THR 243L Theatre Production Lab I
Prerequisite: Consent of instructor. 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.) **(LA)** (1)

THR 263L Theatre Performance Lab 1
Prerequisite: Consent of instructor. 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.) **(LA)** (1)

THR 270 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 concerns of each period. Includes reading and analysis of plays in their social and theatrical contexts. Cross-listed with ENG 270. (Offered every odd-year spring semester.) **(LA)** (3)

THR 273 History of Theatre and Drama I: Classical Period
(Offered as needed.) **(LA)** (3)

THR 274 History of Theatre and Drama II: Medieval to the 19th Century
(Offered as needed.) **(LA)** (3)

THR 275 History of Theatre and Drama III: End of the 19th Century to the Present
(Offered as needed.) **(LA)** (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.) **(LA)** (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 as needed.) **(LA)** (3)

THR 322 Advanced Acting and Directing
Prerequisite: THR 222. Further study and practice of acting techniques and the directing process through exercises and the examination of production styles and concepts, analysis and staging of dramatic texts, and character analysis. Attendance at, as well as responses to, a number of stage productions scheduled during the term are required. (Offered every odd-year spring.) (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 as needed.) **(LA)** (3)

THR 343L Theatre Production Lab II
Prerequisite: THR 243L and consent of instructor. 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.) **(LA)** (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 as needed.) **(LA)** (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 as needed.) **(LA)** (3)

THR 363L Theatre Performance Lab II
Prerequisites: THR 263L and consent of the instructor. Advanced creative performance experience which builds on knowledge and skills gained during Theatre Performance Lab I. Students actively participate in a designed 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.) **(LA)** (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 as needed.) **(LA)** (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.) **(LA)** (3)

THR 376 Special Topics in Theatre and Drama
Advanced study of a specific topic within theatre and drama. Intended for juniors and seniors, or for students with an appropriate background in theatre and drama. The student may repeat the course, but not the topic. Also listed as ENG 376. (Offered every odd-year fall semester.) (3)

THR 399 Independent Study
Prerequisite: consent of instructor. (Offered every semester.) (1-3)

THR 440 Advanced Theatre Practicum
Prerequisite: senior standing or permission of the instructor. As the capstone activity of the Concentration in Theatre and Drama, each student will complete a major piece of work, in the area of acting, directing, technical design and direction, stage management, playwriting, theatre 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 theatre history, dramatic literature, or theory); research and preparation of an individual project in acting; research and preparation of an individual project/production in design or theatre 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). (Offered every semester.) (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 as needed.) **(LA)** (3)

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.) **(LA)** (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 as needed.) **(LA)** (3-6)

2011-2012 Directory
Keuka College Board of Trustees

Dr. Susan O. Bolman {2003}, Retired, Vice President for Student Services, New York Institute of Technology, Metropolitan Center, Stamford, CT

A. Paul Bradley Jr. (1995-2004, 2006), President, The Bradley Group, LLC, Lake George, NY

Rev. Elizabeth C. Bueschel '65 (1996-2005, 2006), Retired Minister, Chicago Metropolitan Association United Church of Christ, Wilmette, IL

Rev. William A. Carlsen, Retired Executive Minister, The American Baptist Churches of New York State, Fayetteville, NY

Joyce Cohen '67 (1997-2006, 2007, 2011), Founder, Unconventional Wisdom, LLC, Huntington, CT

Reis Cunningham '13 (2011), Student Trustee, Red Creek, NY

Dr. Jorge L. Díaz-Herrera, President, Keuka College, Keuka Park, NY

Keith H. Fagan (2011), Retired Associate General Counsel, Lockheed Martin Global Telecommunications, Vienna, VA

Nancy F. Feinstein (2006), Cope for Hope Inc., Hammondsport, NY

Crystal J. Gips '65 (2012), Retired System-wide Director, CalStateTEACH, California State University, Office of the Chancellor, Yarmouth Port, MA

William H. Goodrich (2010), President and Chief Executive Officer, LeChase Construction, Rochester, NY

Luanne B. Graulich '90 (2001-2010, 2011), Retired Occupational Therapist, Hammondsport, NY

Jill S. Gregory '82 (2008), Associate Director, Genzyme Corp., Invitro Biology, Waltham, MA

G. Jean Howard (2008),Retired Chief of Staff to the Mayor, City of Rochester; President, G.J. Howard Consulting Group, Rochester, NY

Dr. Carolyn Klinge '79 (2011), Professor of Biochemistry and Molecular Biology, University of Louisville School of Medicine, Louisville, KY

Dr. Betty Lou Koffel '74 (2004), Anesthesiologist, Northwest Permanente PC, Portland, OR

Sally Kuehl (2012), Retired Industrial Engineer, Eastman Kodak Company, Rochester, NY

Dr. Jill E. Martin '77 (2012), Professor and Chair of the Legal Studies Department, Quinnipiac University, Hamden, CT

Katherene T. Meisch, '58 (1991-2000, 2001-2010, 2011), Retired High School Chemistry Teacher, Canandaigua, NY

David D. Miller (2012), Retired General Manager of Sales, Duke Power Company/Duke Energy Corporation, Business Consultant, Williamsburg, VA

Wanda Polisseni (2009), Retired Executive, Paychex, Fairport, NY

Nicholas Scherer '14 (2012), Student Trustee, Oneida, NY

Robert A. Schick (2005), President and Chief Executive Officer, The Lyons National Bank, Lyons, NY

Robert D. Taisey (1989-1998, 1999-2008, 2009), Attorney, Holland and Knight LLP, New York, NY

Rev. Marlowe V.N. Washington (2012), Pastor, Christ Community Church of Rochester, Rochester, NY

Donald P. Wertman (2005), Chief Operating Officer, Seedway LLC, Hall, NY

Katharine Foote Wilhelm '67 (2006), Former Program Director, Fairwinds Girl Scout Council, Carmel, IN

Audrey S. Wolcott (2000-2009, 2010), Penn Yan, NY

Esther A. Yoder '60 (1993), President/ Owner, Subway EAY Stores, Inc., Gainesville, FL

Barbara E. Yunis (2009), Vice President, Yunis Enterprises, Inc., Horseheads, NY

Emeriti Trustees

Wayne P. Ackart (1983-1994, 1995-2001), Penn Yan, NY

Marilyn J. Baader '63 (1992-2004, 2005-2011), Cayuga, NY

Jerald D. Bidlack (1997-2006), West Seneca, NY

Dr. Rev. James V. Davison (1983-1994), Madison, WI

Dr. Carl W. Fribolin (1988-1996, 1997-2003), Geneva, NY

William G. Gandy (1994-2003), Washington, D.C.

Dr. Alfred 0. Ginkel (1993-2002), Canandaigua, NY

Dr. Theodore W. Griesinger, (1983-1994), Vero Beach, FL

Dr. Calvin J. Haller (1973-1984), Tonawanda, NY

George W. Hamlin IV (1986-1995, 1996-1999), Canandaigua, NY

Dr. Norman E. Joslin (1967-1987), Williamsville, NY

Dr. Arthur P. Keller Jr. (1977-1986), Williamsville, NY

Kathie A. Keller (1988-1997, 1999-2008), Snyder, NY

Penelope White Kilburn (1997-2006), Scottsdale, AZ.

Louise H. Klinke (1982-1991), Rochester, NY

Stuart Komer (1993-2002), Atlantis, FL

Lynn Lannon '69 (2000-2009, 2010), San Francisco, CA

Dr. Julia Lobotsky '43 (1995-2004), Silver Spring, MD

Barbara E. Miller '56 (1984-1987, 1988-1993), Mystic, CT

Rev. James C. Miller (1988-97, 1998-2001), Bristol, RI

Mary Ann Moschner '74 (2000-2009), Lake Forest, IL

Dr. Florence M. Muller (1976-1978, 1991-2000), Pittsford, NY

Dana R. Schillinger (1995-2004, 2005-2011), Keuka Park, NY

Dr. Walt Scott (1994-2003, 2004-2007), Pittsford, NY

Barbara V. Smith '51 (1987-1996, 1997 Durham, NC

Dr. J. Michael Smith (1977-1992), Pittsford, NY

Dr. Frank P. Strong Jr. (1987-2002), Fairport, NY

Dr. Wayne W. Wagner (1981-1997), Penn Yan, NY

Helen C. Zelnick '51 (1989-1995), Troy, OH

FACULTY

Faculty Emeriti

Dexter Benedict - Humanities & Fine Arts (1992-2010): B.A., Ottawa University; M.F.A., University of North Carolina at Greensboro

Dr. Susan O. Bolman (2003), Retired, Vice President for Student Services, New York Institute of Technology, Metropolitan Center, Stamford, CT

Dr. Melissa Moore Brown '72 (1992-2001, 2002), President and CEO, Center for Value-Based Medicine, Flourtown, PA

Diane M. Burke - Professor of Education (1998); B.A., Elmhurst College; M.Ed., College of William and Mary; Ph.D., University of Colorado

Jeffrey P. Krans - Political Science (1975-2007); B.A., University of Akron; M.A., Ph.D., Miami 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

Dorothy B. Prest - Biology (1968-1984); B.S., Massachusetts State College; M.A., Boston University; Ph.D., University of Arizona

Gail M. Roberts - Social Work (1996-2010); B.A., SUNY Oneonta; M.S.W., Adelphi University

Mary P. Schleiermacher - Professor of Physical Education (1970-2006); B.S., M.S., SUNY Cortland

Roy E. Shortt - Mathematics (1965-1999); B.S., Syracuse University; M.A.. University of Washington

Peter Talty - Professor of Occupational Therapy (1991); B.S., M.S., SUNY at Buffalo

Herbert J. Ulrich Jr. - Professor of Sociology and Criminology (1976-2005); B.A., M.A., SUNY at Buffalo; Ph.D., University of Leiden (Netherlands)

Edgar E. Webber - Biology (1967-1997); B.S., University of Massachusetts; M.S., Cornell University; Ph.D., University of Massachusetts

Sally C. Wedge - Associate Professor of Education (1974-2005); B.A., M.Ed., University of Rochester

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

Catherine A. Abbott - Professor of Mathematics (2001); B.S., University of Texas at Tyler; M.A., North Texas State University; Ph.D., University of North Texas

Drew J. Arnold - Professor of Psychology (1980); B.A., Hanover College; M.A.T., University of Louisville; M.A., Ph.D., George Peabody College

Carmela M. Battaglia - Professor of Occupational Therapy (2004); B.S., M.S., SUNY Buffalo; Ph.D., University of Pittsburgh

Andrew Beigel - Professor of Education (2002); B.A., M.S., SUNY Potsdam; Ph.D., Pennsylvania State University

Thomas X. Carroll - Professor of Chemistry (1982); B.S., Hobart College; M.S., Ph.D., Yale University

Anita Chirco - Professor of Communication Studies (1991); B.A., St. John Fisher College; M.P.S., Cornell University; Ph.D., Syracuse 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

Sander A. Diamond - Professor of History (1968); B.A., SUNY New Paltz; M.A., Ph.D., SUNY Binghamton

Jorge L. Díaz-Herrera – Professor (2011); Systems Analysis, Universidad Centro Occidental, Venezuela; M.A., Ph.D., University of Lancaster, England

Steve Hallam - Professor of Psychology (1991); B.A., SUNY College at New Paltz; M.A., Ph.D., SUNY at Binghamton

Marianne R. Jahnke - Professor of Biology (1990); B.S., Western Illinois University; Ph.D., SUNY at Stony Brook

Michael Keck - Professor of Chemistry (2008), B.S., University of California at Berkley; Ph.D., Massachusetts Institute of Technology

Joan E. Magnusen - Professor of Biology (1982); B.A., St. Andrews Presbyterian College; M.S., Ph.D., University of Maryland

Hilda Mannato - Associate Professor and Reference Technical Services Librarian (1996); B.A., SUNY Geneseo; M.L.S., SUNY Buffalo

Patricia A. Pulver - Professor of Education (1996); B.S., SUNY College at Fredonia; M.S., Nazareth College of Rochester; Ed.D., SUNY at Buffalo

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

Gary M. Smith - Professor of Management (1994); B.S., Roberts Wesleyan College; M.B.A., SUNY Buffalo

Victoria L. Smith - Professor of Occupational Therapy (2002); B.S., Washington University; M.B.A., Gannon University; Ed.D., University of Tennessee

Ann Tuttle - Professor of Management (1998); B. S., SUNY Buffalo; M.B.A., Syracuse University

Thomas M. Tremer - Professor of Sociology, Criminology, and Criminal Justice (2002); B.A., SUNY College at Oneonta; M.A., Fordham University; Ph.D., Indiana University of Pennsylvania

Jean Wannall - Professor of Occupational Therapy and Fieldwork Coordinator (1997); B.S., Medical College of Virginia; M.S., Virginia Commonwealth University; OTD, Chatham University

Anne K. Weed - Professor of English (1997); B.A., Goucher College; M.A., Ph.D., University of Rochester

Mark Wenderlich - Professor of Theatre (1990); B.A., SUNY Potsdam; M.A., University of Iowa; M.F.A., Syracuse University

Dorothy M. Wilkins - Professor of American Sign Language (2000); B.S., SUNY Brockport; M.S., Western Maryland College

Associate Professors

CPS: Center for Professional Studies

Janine Bower - Assistant Professor of Criminology & Criminal Justice (2006); B.A., Indiana University; M.S., Ph.D., Western Michigan University

Onda Bennett - Associate Professor of Occupational Therapy (2010); B.S., M.S., Ph.D., State University of New York at Buffalo

Janine Bower- Associate Professor of Criminology & Criminal Justice (2006); B.A., Indiana University; M.S., Ph.D., Western Michigan University

Frank Colaprete - Associate Professor of Criminal Justice (2009); A.A.S., Monroe Community College; B.S., M.S., Roberts Wesleyan College; E.D., Nova Southeastern University

Stephanie Craig - Associate Professor of Social Work (2003); B.A., Nazareth College; M.S.W., University of Buffalo

Debra Dyer - Associate Professor of Education (2006); B. A., SUNY Potsdam; M.S., Ed.D., Binghamton University

Martha French - Associate Professor of Education (2005); B. S., Presbyterian College; M.Ed., Kent State University

Debra Gates - Associate Professor of Nursing (2005); B.S.N., Alfred University; M.S. NP, Syracuse University

Rita Gow - Associate Professor of Accounting (2005;) B.A., B.S., Skidmore College; M.B.A., University of Buffalo

Alexis Haynes - Associate Professor of English (2006); B.A., M.St., D.Phil., University of Oxford

Katherine Klingensmith - Associate Professor of Biology (1997); B.A., Alfred University; M.S., Ph.D., University of Alaska

Christopher Leahy - Associate Professor of History (2007); B.S., Washington & Jefferson College; M.A., Virginia Tech; Ph.D., Louisiana State University

Marlaine Mangels - Associate Professor (2008), B.S.N., Alfred University; M.S., SUNY at Buffalo; Ed.D., University of Rochester

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

Linda Park - Associate Professor and Director of Lightner Library (2001); B.S., State University of New York College at Buffalo; M.L.S., J.D., SUNY Buffalo

Stanley Paul - Associate Professor of Occupational Therapy (2012); B.S., Christian Medical College; M.S. SUNY at Buffalo; Ph.D., New York University

David Romm - Associate Professor of Management (1991); B.S., Princeton University; M.P.S., Cornell University

Elizabeth Russo - Associate Professor of Nursing (2005); B.S., Keuka College; M.S., University of Rochester

Timothy W. Sellers, Associate Professor of Biology (2002); B.A., University of Colorado; M.S., Ph.D., University of Louisville

Ron Sperber - Associate Professor of Mathematics (2005); B.S., Rensselaer Polytechnic Institute; M.A., Ph.D., Binghamton University

Sharon Staehle - Associate Professor of ASL - English Interpreting (2006); B.A., Gallaudet University; M.S., National Technical Institute for the Deaf

Regi L. Teasley - Associate Professor of Criminology/Criminal Justice and Sociology (2000); B.A., Idaho State University; M.A., Ph.D., Michigan State University

Sharon Tyler - Associate Professor and Reference Librarian (2001); B.S., SUNY Brockport; M.L.S., SUNY Buffalo

Assistant Professors

CPS: Center for Professional Studies

Christopher Alterio - Assistant Professor of Occupational Therapy (20 11); B.S., SUNY at Buffalo

Sam Bateman - Assistant Professor of Management, CPS (2012); B.A., Bethany College; M.A., University of Pittsburgh; M.B.A., North Carolina State University; Ph.D. ABD, Walden University

Michele Bennett- Assistant Professor of Occupational Therapy (2012); B.S., M.S., Keuka College; Chatham University ABD

Jane Bonacci - Assistant Professor of Education (2004); B.S., M.S., SUNY Brockport; Ph.D., University of Albany

Enid Bryant - Assistant Professor of Communication Studies (2012); B.A. University of Florida; M.A., University of London

Owen Borda - Assistant Professor and Program Director of Business & Management, CPS (2011); A.A. Westchester Community College; B.F.A., Long Island University; M.M., Kent State University; Ph.D., Union Institute and University

William Brown – Assistant Professor of Biology (2010); B. S., Cornell University; M.S, Ph. D. University of Delaware

Julie Burns-Percy, Assistant Professor of Social Work, CPS (2004); B.S., SUNY Buffalo; M.S.W., Nazareth College

Melodye Campbell - Assistant Professor and Reference Librarian (2007); B.S., Bucknell University; M.S., Medical College of Virginia; M.L.S., SUNY Buffalo

Julie Carpenter - Assistant Professor of Nursing (2010); RN Diploma, Crouse Hospital School of Nursing; B.S., M.S., Syracuse University

Brian Cerney - Assistant Professor of ASL - English Interpreting (2010); B.A., University of Rochester; M. A., Gallaudet University; M.A., University of Maryland; Ph.D., The Union Institute & University

Karen Degre - Assistant Professor of Nursing (2009); B.A., Houghton College; B.S., Syracuse University; M.S., SUNY Institute of Technology

Robert Dischner- Assistant Professor of Business and Management CPS (20 12); A.S., Bismarck State College; B.S., Ed.M., Ph.D., SUNY Buffalo

Athena Elafros- Assistant Professor of Sociology (2012); B.A., University of Toronto; M.A., Queen's University; Ph.D., McMaster University

Samuel Ferrara- Assistant Professor of Business and Management CPS; B.S., SUNY Brockport; M.B.A., Baldwin Wallace College

Annmarie Flanagan - Assistant Professor of Nursing (20 1 0); B.S., Keuka College; M.S., St. John Fisher College, Advanced Practice Nursing

Wendy Gaylord- Assistant Professor of Education; Dean for International Programs (2008); B.A., Cornell University; M.A., University of Michigan; M.S., Ph.D., Indiana University

Dawn Grosso – Assistant Professor of Management, CPS (2011); B.S., Alfred University; J.D., Pace University School of Law

Anne Marie Guthrie - Assistant Professor of Education (2001); B.A., Ed.M., University of Buffalo; Ed.D., The University of Memphis

Alexis Haynes – Assistant Professor of English (2006); B.A., M.St., D.Phil., University of Oxford

Alice Hamischfeger- Assistant Professor of Education (2011); B.S., SUNY Brockport; M.S., Nazareth College of Rochester; Ed.D., University of Rochester, Warner School

Laurel Hester – Assistant Professor of Biology (2011); B.A., Swarthmore College; Ph.D. University of Michigan

Jennie Joiner - Assistant Professor of English (2009); B.A., Georgia State University; M.A., University of Oregon; Ph.D., University of Kansas

Peter Kozik - Assistant Professor of Education (2010); B.A., Williams College; M.A., Ph.D., Syracuse University

Carole K. Lillis - Assistant Professor of English (1998); B.A., Cleveland State University; M.A., University of Rochester

Denise Love - Assistant Professor of Education (2010); B.A., M.A., University of Michigan; Ph.D., Capella University

Richard Martin - Assistant Professor and Program Director of Criminal Justice, CPS (2011); A.A.S., Jamestown Community College; B.S., Keuka College; M.S., Boston University

Patricia Mattingly - Assistant Professor of Nursing (2007); B.S., George Manson University; M.S., University of Maryland

Jennifer Mealey - Assistant Professor of Social Work (2007); LMSW, MSW, Nazareth College

William Myers- Assistant Professor of Business; Program Director (20 0); A.A.S., SUNY, Agricultural and Technical College; B.S., Robert's Wesleyan College; M.S., Rochester Institute of Technology; Ph.D., Prescott College

Angela Narasimhan- Assistant Professor of Political Science (2012); B.A., Babes-Bolyai University; M.A., Central European University; Ph.D., Syracuse University, Maxwell School of Citizenship and Public Affairs

Melissa Newcomb - Assistant Professor of Art (2010); B.F.A., M.A., SUNY Oswego; M.F.A., RIT

Vikki O'Connor - Assistant Professor, Social Work, CPS (2009); B.S., SUNY Empire State College; MSW, Syracuse University; Ph.D., Syracuse University

Alex Perryman - Assistant Professor of Management/Finance (2009); B.S., Wayne State University; M.S., Walsh College of Accountancy; M.A., Central Michigan University; Ph.D., Lawrence Technological University

Holly Preston - Assistant Professor of Biology and Occupational Therapy (2010); B.S., University of North Carolina at Wilmington; M.S., Ph.D., Pennsylvania State University

Doyle Pruitt - Assistant Professor of Social Work (2010); B.S.W., B.A., Nazareth College; M.S.W., Syracuse University; Ph.D., University at Buffalo, SUNY

Andrew Robak - Assistant Professor of Chemistry (2007); B.S., Rochester Business Institute of Technology; M.S., Ph.D., University of Oregon

Gretchen Rymarchyk- Assistant Professor of Social Work- CPS (2012); B.A., Hofstra University; M.S.W., Syracuse University

Edward Silverman - Assistant Professor of Social Work - CPS (2010); B.A., M.B.A., Binghamton University; M.S.W., Ph.D., University of Maryland

Sharon Staehle - Assistant Professor of ASL - English Interpreting (2006); B.A., Gallaudet University; M.S., National Technical Institute for the Deaf

Carolyn Teter - Assistant Professor of Occupational Therapy (2007); B.S., SUNY Buffalo; M.S., D'Youville College

Dianne Trickey-Rokenbrod - Assistant Professor of Occupational Therapy (2009); B.S. SUNY at Buffalo; M.B.A., Alfred University; O.T.D. Chatham College

Julie VanDusky-Allen – Assistant Professor of Political Science (2011); B.A., East Stroudsburg University; M.A., Ph.D., Binghamton University

James White - Assistant Professor of Business and Management - CPS (2010); B.A., Marietta College; M.S., High Point University; Ph.D., Walden University

Stanley Wilczek, Jr. – Assistant Professor of Management, CPS (2008); A.S., Mohawk Valley Community College; B.S., SUNY at Buffalo; M.B.A., Syracuse University

Yang Zhao-Assistant Professor of Business and Management CPS (2012); B.S., Shandong University of Finance; M.A., Dongbei University of Finance and Economics; M.S., Keuka College

Instructors

Geoffrey Lee - Instructor of English (2011); B.A., St. Bonaventure University; M.A. Clemson University

Tamara Ingram – Instructor of English as a Second Language and ESL Academic Skills Director , CGE (2010); B.A. Colorado State University; M.S.L.T., Utah State University; M.A. University of Illinois at Urbana-Champaign

Lisa McGowan – Instructor of Occupational Therapy (2011); B.S., Keuka College; M.Ed., Alfred University

Patricia Speers – Instructor of English as a Second Language, CGE (2011); B.A., Université de Liege, Belgium; M.A., Michigan State University; M.Ed., Calvin College

Jack Westbrook – Instructor of Mathematics (2011); B.S., M.S., SUNY Geneseo

Administration

CPS: Center for Professional Studies

Christen Accardi - Marketing Manager - CPS (2009); B.S., Keuka College; M.S., RIT

Charles Ackley Jr. - Assistant Director of Admissions Counseling

Laura Alfieris - Assistant Director of Admissions - CPS (2008); B.S., D'Youville College

Lois Austen - Program Coordinator, Multi-Disciplinary Studies - CPS (2009); B.A., SUNY Potsdam; M.S., Syracuse University; Ed.D., Columbia University

Jennifer Bates - Executive Director of Financial Aid (1993); B.S., Keuka College

Pete Bekisz - Marketing Manager (2006)

Julia Bies – Registrar (2006); B.S., M.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

Owen Borda - Program Director of Business & Management, CPS (2011); A.A. Westchester Community College; B.F.A., Long Island University; M.M., Kent State University; Ph.D., Union Institute and University

Gary Boyer - Director of Admissions, Traditional (2008);
B.A., Gannon Univeristy; M.A. Syracuse University

Jeffrey Bray - Assistant Director of Athletics and Head Athletic Trainer (1992); B.S., Kansas State University; M.A., Boise State University

Jamie Burke - Head Softball and Women's Lacrosse Coach (2006); B.S., Canisius College

Melodye Campbell - Librarian - CPS (2004); B.S., Bucknell University; M.S., Medical College of Virginia; M.L.S., SUNY Buffalo

Troy Cusson - Instructional Design Developer - CPS (2009); B.S., SUNY Geneseo

Sally A. Daggett - Associate Director for the Center for Experiential Learning (1985); B.S., M.S., Keuka College

Brie Deacon - Admissions Communications Manager - CPS (2008); B.A., Keuka College

Sue DeLyser - Human Resource Manager (2002), B.S., Keuka College

Barbara Demjanec - Laboratory Coordinator (2000); B.S., Montana State University; M.S., University of Illinois

Chevanne DeVaney - Director of Multicultural Affairs (2007); B.A., Hobart and William Smith Colleges

Jorge L. Díaz-Herrera – President (2011); Systems Analysis, Universidad Centro Occidental, Venezuela; M.A., Ph.D., University of Lancaster, England

Jenna Dunkelberger - Student Advisor - CPS (2009)

Jack Farrell - Director of Enrollment Management (2004); B.S., Rochester Institute of Technology; M.A.Ed., University of Phoenix

Audrey Faulkner - Purchasing Agent (1980)

Kimberly Fenton - Inter-Library Loan Librarian (2007); B.S., Keuka College

Wendy Ferrucci - Assistant Director of Counseling (2004); B.A., University of Southern Maine

Joshua Ficks - TeamWorks! Manager (2007); B.S., Mansfield University

Linda M. Fleischman - Instructor Scheduling Coordinator - CPS (1986); B.A., Keuka College

Kelsey Folckemer - Advisement & Student Service Manager - CPS (2006); B.S., Keuka College

Wendy Gaylord- Assistant Professor of Education; Dean for International Programs (2008); B.A., Cornell University; M.A., University of Michigan; M.S., Ph.D., Indiana University

Craig Gelder - Manager, Bookstore (2007); B.S., Keuka College

Judy Gilmartin - Database Programmer

Mary Ellen Griffiths - Director of Student Accounts (2004)

Carol Grover - Controller (2003); B.S., M.S., Keuka College

Anne Marie Guthrie - Dean for the Center for Experiential Learning (2001); B.A., Ed.M., University of Buffalo; Ed.D., University of Memphis

Lori Haines - Presidential Support Specialist (1987)

Kristen Harter - Assistant Director of Admissions Counseling (2004); B.A., Keuka College

Jerry Hiller - Vice President of Finance and Administration (2003); B.A., SUNY Buffalo; M.P.A., SUNY Albany

Tamara Ingram – ESL Academic Skills Director, CGE (2010); B.A. Colorado State University; M.S.L.T., Utah State University; M.A. University of Illinois at Urbana-Champaign

Billy Jo Jayne - Director of Development (2003); B.S., Keuka College

Pam Jennings - Academic Skills Counselor (2003); B.A., Hobart and William Smith Colleges; M.S., Syracuse University

Debra Jensen - Accounting Assistant/ Payroll (1999)

Anne Killen - Associate Vice President - CPS (2001); B.S., Keuka College; M.S. Ed., Elmira College

Carole Lillis - Director of Academic Success at Keuka (1998); B.A., Cleveland State University; M.A., University of Rochester

Douglas S. Lippincott - Executive Director of Communications (1999); B.A., SUNY Cortland

John Locke - Program Director, Multi-Disciplinary Studies and Instructional Design - CPS (2007); B.A., M.A.L.S., Empire State College

Monica Maddox - Assistant Director of Admissions Counseling - CPS (1999); B.S., M.S., Keuka College

Karen Mann - Director of Conference Services (2000); B.S., Cornell University

Hilda Mannato - Reference Technical Services Librarian (1996); B.A., SUNY Geneseo; M.L.S., SUNY Buffalo

Katie Marcella - Head Cross Country Coach; Assistant Coach, Women's Basketball (20009); B.S., SUNY Brockport

Lisa Marciniak - International Enrollment Coordinator - CPS (2008); B.S. Medaille College; M.S. Keuka College

Richard Martin - Program Director of Criminal Justice, CPS (2011); A.A.S., Jamestown Community College; B.S., Keuka College; M.S., Boston University

Tracy B. McFarland - Associate Dean of Students (2002); B.A., SUNY Geneseo; M.S., SUNY Buffalo

J. Kirkland Meritt Jr. - Budget Director (1999); B.S., Lehigh University; M.B.A., Rochester Institute of Technology

William Myers - Assistant Professor of Business; Program Director (20 10); A.A.S., SUNY, Agricultural and Technical College; B.S., Robert's Wesleyan College; M.S., Rochester Institute of Technology; Ph.D., Prescott College

Eva Moberg-Sarver - Director of Student Activities (2007); B.A., Keuka College

Kimberly Morgan - Director of A.S.A.P. - CPS (2004); B.S., SUNY Brockport; M.B.A., Medaille College

Jason V. Paige - Head Men's Lacrosse Coach (1999); B.A., Washington College

Mark Palmieri - Director of Institutional Research (2001); B.S., SUNY Brockport

Linda Park - Director, Lightner Library (2002); B.S., State University of New York College at Buffalo, M.L.S., J.D., SUNY Buffalo

Thad Phillips - Head Men's Basketball Coach (2010); B.S., Concordia University Wisconsin; M.Ed., Carroll College

Patrick Reape - Director of Housing and Residence Life (2007); B.A., SUNY Plattsburgh; M.S., Southern Connecticut State University

Jennifer Robinson - Assistant Director, Academic Success at Keuka (1997); B.S., Ohio University; M.S.Ed., Clemson University

Timothy W. Sellers - Associate Vice President for Academic Programs - (2002); B.A., University of Colorado; M.S., University of Louisville; Ph.D., University of Louisville

Thomas Shepard - Technical Support Specialist - CPS (2004); B.A., RIT

Edward Silverman - Program Director, Social Work - CPS (2010); B.A., M.B.A., Binghamton University; M.S.W., Ph.D., University of Maryland

Gary M. Smith - Vice President for the Center for Professional Studies (1995); B. S., Roberts Wesleyan College; M.B.A., SUNY Buffalo; Ed.D., St. John Fisher College

William Start - Business Analyst - CPS (2010); B.S., M.B.A., RIT

David M. Sweet - Director of Athletics; (1984); B.A., Cleary College; M.A., Eastern Michigan University

Matt Tantalo - Head Coach, Men's Soccer and Tennis (2005); B.S., RIT

Rodney Terminello Jr. - Director of Grants Administration (2008); B.A., Loretto Heights College; M.B.A., University of Colorado

Vickie Tobias - Database Administrator (2000)

Bradley Turner - Technical Support Technician (1997)

Sharon Tyler - Librarian (2003); B.S., SUNY Brockport; M.L.S., State University of New York at Buffalo

Katharine Waye - Executive Director of Alumni and Family Relations (1997); B.A., M.A., Washington College

Valerie Webster - Co-Curricular Transcript Coordinator (1999); B.S., Keuka College

Anne K. Weed - Vice President for Academic Affairs (1997); B.A., Goucher College; M.A., Ph.D., University of Rochester

Trista Wesley - Admissions Counselor (2011); B.A., Keuka College

Patricia White - Admissions Counselor - CPS (2008); B.S., Park College

Administrator Emeritus

Jon Accardi - Director of Campus Recreation; B.A., College of St. Rose; M.S., Keuka College

Jessica Dunkelberger - Director of Program Administration & Student Services; B.S., M.S., Keuka College

Kathleen Hastings - Assistant Director Admissions Counseling

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 9,900 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.

2012-2013 Alumni Association Executive Council

President
Linda Bauch '67

Vice President, Finance
Jeremy Hourihan '08

Vice President, Personnel
Amanda Guzick '09

Vice President, Programs
Ellen Charles Chirco '73

Vice President, Communications
Susan Rand Boutwell '80

Secretary
Sondra Stevens '72

Class Representatives up to/including 1956
Ann Cleveland Burt '53
Ruth Palmer Spencer '55

Class Representatives, 1957-1962
Linda Homes McKenna '58

Class Representatives, 1963-1968
Barbara Buchert Pinnco '66
Elfriede Muller Tompkins '67

Class Representatives, 1969-1974
Linda Bauman Fitch '69
Dottie Roney Jansen '73

Class Representatives, 1975-1980
Dianne Lovejoy '77
Genevieve Hedges Wetterhahn '80

Class Representatives, 1981-1986
Lori Thiebeau Catanzarita '82
Cindy Christopher Sechrist '86

Class Representatives, 1987 – 1992
Evelyn Earley Emerson '88
Brenda Travis '90

Class Representatives, 1993-1998
Kimberley McConnell Arroyo '93
Christine Reeve Paige '98

Class Representatives, 1999-2004
Ryan Dauphin '03

Class Representatives, 2005-2010
Todd Ray '09
Nate Studgeon '09

Class Representative, ASAP
Kevin Grew '04
Dana Perrin '08, M '11

Masters Representative
Roger Ward '03, M '05, M '11

Past President
Nancy Riker '69

Alumni Trustees
Jill Gregory '82
Carolyn Klinge '79
Jill Martin '77

2012-2013 Family Association Board Members

Co-Chairs
Wendy McFetridge '03
David and Sue Schneider

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
OFFICE OF THE PRESIDENT		279-5201
ACADEMIC AFFAIRS		
Academic Advising	Associate Vice President for Academic Programs	279-5685
Academic Programs	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	Dean	279-5274
International Programs	Dean	279-5221
Library	Director	279-5208
STUDENT AFFAIRS		
General Policies	Dean of Students	279-5215
Judicial	Associate Dean	279-5215
Housing and Residential Life	Director	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	Director	279-5295
Campus Safety	Director	279-5228
ADMISSIONS/FINANCIAL AID		
Admissions	Director of Enrollment Management	279-5254
Admissions	Director of Admissions	279-5254
Admissions	Administrative Asst. Director	279-5254
Financial Aid	Executive Director	279-5232
BUSINESS OFFICE		
General Accounting Policies	Controller	279-5252
Student Billing	Student Accounts	279-5237
Accounts Payable		279-5245
Cashier		279-5205
Payroll		279-5253
COLLEGE ADVANCEMENT		
College Advancement		279-5254
Development	Associate Vice President	279-5235
Communications	Executive Director	279-5231
Alumni and Parent Relations	Executive Director	279-5238
General Information	Secretary	279-5262

For further assistance, students should contact either the academic affairs or student affairs offices.

Index

A

Academic advising....45
Academic calendar....ii
Academic dishonesty....58
Academic divisions....68
Academic program....43
Academic reinstatement....56
Academic standing policy....54
Academic Success at Keuka (ASK)....53
Academic warnings....58
Accounting....81
Accreditation....5
Administration....228
Admissions....6
Adolescent Biology Education....115
Adolescent Education....92
Adolescent English Education....93
Adolescent Social Studies....94
Adult students....11
Advanced placement (A.P.) credit....12
Advising, academic....45
Albany Semester Program....50
Alumni Association....233
American Sign Language....105
ASL-English Interpreting....106
Appeal process....35, 55
Application process (financial)....17
Applied computer applications....104
Art....111
Athletics....40
Attendance....58

B

Basic and Applied Social Sciences, Division of....69
Biochemistry....116
Biology....114
Business and Management, Division of....77
Board of Trustees....220

C

Calendar, academic....ii
Campus....4
Campus safety....42
Campus visits....11
Career services....62
Center for Spiritual Life....39
Chaplain's Office....39
Clery Act - Campus Crime Statistics....43
Clinical Science....119
Co-Curricular Transcript....62
College Consortium of the Finger Lakes....51
College, The....2
Commencement....52
Community service....62
Costs....13
Counseling services....37
Course descriptions....130
- Accounting....130
- American Sign Language....132
- Art....136
- Biology....139
- Business....143
- Chemistry....145
- Communication....147
- Computer Applications....149
- Criminology and Criminal Justice....150
- Dance....156
- Developmental Disabilities....157
- Economics....157
- Education....157
- English....166
- Environmental Science....171
- Environmental Studies....173
- Field Period....173
- Finance....173
- First Year Experience....173
- Food, Hotel, Resort Management....174
- French....175
- Geography....175
- Gerontology....175
- History....177
- Human Resources Management....178
- Integrative Studies....179
- Management....179
- Marketing....183
- Mathematics....184
- Music....186
- Nursing....187
- Occupational Science....192
- Occupational Therapy-Graduate....198
- Organizational Management....200
- Philosophy....200
- Physical Education....202
- Physics....203
- Political Science....183
- Psychology....204

Religion....207
Social Sciences....208
Social Work....209
Sociology....212
Spanish....215
Sports Management....216
Theatre and Drama....217
Course load....47
Credit....47
Credit by examination....12, 47
Criminal Justice Administration - M.S....77
Criminal Justice Systems....77
Criminology and Criminal Justice....76

D

Dance....114
Deadline statement....15
Dean's list....52
Degrees with distinction....51
Deposits....14
Directory....234
Disabilities....53
Dishonesty....58
Drama....111

E

Early Childhood/Special Education....87
Education....85
Education, Division of....85
English....100
Entrepreneurship....80
Environmental Science....116
Educational Studies....96
Evaluation process....55
Exceptions to academic policy....60
Experiential Learning....1, 60

F

Faculty....222
Family Association....233
Federal programs....18
Fees....13
Field Period....60
Financial assistance....17
Fine Arts....109
Foreign study....50
Freshman year program....36

G

General Education Curriculum....63
Gerontology....121
Grades....46
Graduate outcomes....2
Graduation requirements....46
Grants and scholarships....17
Group Field Period....99

H

Health Services....37
History, College....3
Honors....51
Human Resources Management....79
Humanities and Fine Arts, Division of....97

I

Independent study....48
Individualized instruction....49
Interdisciplinary studies....45
International Business....81
International student admissions....10
International students....36

K

Keuka College Programs....24

L

Languages....106
Leave of absence....57
Liberal learning....1
Literacy (B-6; 5-12) - M.S....99
Loans....19

M

Major fields of study....43
Major financial assistance sources....18
Management....77
Management - M.S....84
Marketing....82
Mathematics....118
Medical Technology....117
Minimum enrollment....47
Minor fields of study....44
Miscellaneous fees....14
Mission....1
Monthly payment plans....16
Multicultural students....36
Music....114

N

Natural Sciences, Mathematics, and Physical Education, Division of....114
New Student Orientation....37
New York state programs....21
Non-matriculated students....49
Nursing, Division of....120
Nursing - M.S....121

O

Occupational Science....124
Occupational Therapy, Division of....122
Off–campus study....49
Organizational Communication....103
Organizational Management....84

P

Parking....42
Payment schedule....15
Philosophy and Religion....114
Physical Education....119
Political Science and History....70
Pre-Law....70
Pre-Medicine....118
Prior Experiential Learning....61
Professional education....1
Psychology....71

Q

Quality points....46

R

Readmission of former students....11
Refund calculation....16
Refund policy....16
Registered Sex Offender Information....43
Registration....46
Reinstatement....56
Release of academic records....59
Religion....114
Religious holidays....49
Repeating a course....48
Residence life....35
Resumption of study....58
Retention of students....60
Rochester Area Colleges Consortium (RAC)....51
Room and Board....13

S

Safety....42
Scholarships and prizes (named/endowed)....28
Selection process....7
Service learning....62
Services for students with disabilities....53
Shared Values....1
Social Work, Division of....127
Sociology....73
Spanish....108
Special Education....87
Sports Management....80
Student activities fee....14
Student complaint and appeal process....35
Student employment....61
Student ethics....35
Student government....40
Student life....34
Student organizations and activities....40
Student records....59
Student retention....60
Student teaching....86
Study abroad....50
Summer study....50
Suspension and financial aid....57

T

TeamWorks! Adventure Program....62
Telephone Directory....234
Theatre and Drama....111
Title IV Funds....16
Traditions....34
Transfer admission....7
Transfer articulation agreements....48
Transfer credits....48
Trustees....220
Tuition....13

U

Unified Childhood/Special Education....90

V

Visual and Verbal Art....109

W

Washington Semester Program....50
Withdrawal....57

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.