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COLLEGE RECORD 2015-2016

Keuka College Academic Calendar 2015-2016

Dates are subject to change. Please refer to keuka.edu for current information

2015

August 26	Wednesday	Faculty Meeting (9:00 am)
August 29	Saturday	Summer Field Period™ ends
August 30	Sunday	Academic Check-in for Fall Semester
August 31	Monday	Classes Begin; Drop/Add Period Begins
September 1	Tuesday	Academic Convocation, Norton Chapel
September 11	Friday	Last Day to Add/Drop without a Grade of "W"
September 16	Wednesday	Majors and Minors Fair
September 22	Tuesday	Field Period™ Exhibition
September 24	Thursday	Field Period™ Exhibition
October 1	Thursday	Faculty Meeting
October 2	Friday	Summer 2015 Field Period™ Grades Due
October 9	Friday	October Break Begins at End of Classes
October 9	Friday	Residence Halls Close at 5:00 p.m.
October 12	Monday	Admissions: Columbus Day Visit
October 14	Wednesday	Classes Resume
October 16-18	Friday-Sunday	*Green and Gold* Celebration Weekend (including Reunion and Family Weekends)
October 23	Friday	Last Day to Drop a Class
October 24	Saturday	Admissions: Fall Open House
November 5	Thursday	Faculty Meeting
November 9	Monday	Admissions: Holiday Visit Day (in recognition of Veteran's Day)
November 13	Friday	January Field Period Course Proposals (Learning Contract and Confirmation Letters) Due in the Career Connections
November 16-19	Monday-Thursday	Registration for Spring 2016 semester classes
November 24	Tuesday	Thanksgiving Break Begins at End of Classes
November 24	Tuesday	Residence Halls Close at End of Classes
November 30	Monday	Classes Resume
December 3	Thursday	Faculty Meeting
December 4	Friday	January Field Period™ approvals due in Career Connections

December 11	Friday	Last Day of Classes
December 14-16	Monday-Wednesday	Final Exams
December 20	Sunday	Field Period™ Begins
December 21	Monday	Fall Semester Grades Due by 12:00 noon

2016

February 6	Saturday	Field Period™ ends
February 7	Sunday	Academic Check-in for Spring Semester
February 8	Monday	Classes Begin; Drop/Add Period Begins
February 11	Thursday	Faculty Meeting
February 12	Friday	Last Day to Add/Drop without a Grade of "W"
March 10	Thursday	Faculty Meeting
March 11	Friday	January 2016 Field Period Grades Due
March 25	Friday	Spring Break Begins at the End of Classes
March 25	Friday	Drop Period Ends (End Mid-Semester)
April 4	Monday	Classes Resume
April 7	Thursday	Faculty Meeting
April 21	Thursday	Career Services: “Where To From Here?”
April 26-28	Tuesday-Thursday	Fall 2016 Pre-Registration
April 29	Friday	Summer Field Period Course Proposals (Learning Contract and Confirmation Letters) Due in the Career Connections
May 7	Saturday	Honors Convocation
May 7	Saturday	Leadership and Moving Up Ceremony
May 5	Thursday	Faculty Meeting
May 13	Friday	Summer Field Period™ approvals due in Career Connections
May 20	Friday	Last Day of Classes
May 23-25	Monday-Wednesday	Final Exams
May 26	Thursday	All Senior Grades Due by 12:00 Noon
May 28	Saturday	Baccalaureate and Commencement
May 29	Sunday	Summer Field Period™ Begins
June 2	Thursday	Undergraduate Spring Grades Due by 2:00 p.m.

June 2	Thursday	Faculty Meeting (9:00 am)

Our Mission, Vision, and Shared Values

Vision Statement

To be renowned as a global leader in comprehensively integrating liberal arts, digital technologies, experiential learning, and professional practice.

Our Mission

To create exemplary citizens and leaders to serve the nation and the world of the 21st century.

Keuka College provides a transformational liberal arts based education, strengthened by experiential learning, which challenges students to develop their intellectual curiosity and to realize, with purpose and integrity, their full personal and professional potential.

Shared Values

Keuka College Values:

Integrity. At Keuka College, behaving ethically and with integrity means being honest, keeping promises, and respecting the property and interests of others. Our personal and professional integrity guides the actions of our college community, supports the character development, wellness, and spirituality of our students, and makes us a more civil society. Keuka College develops integrity and ethical behavior in its students through the curriculum and by consistent modeling of honest and forthright behavior by the faculty, staff, administration, and alumni.

Academic Excellence. At Keuka College, academic excellence is central to the college's educational mission, and high expectations are set for students and faculty alike. We value intellectual achievement and scholarship, employ innovative and engaging educational practices to develop the whole person, and emphasize the cultivation of critical thinking skills and the love of learning. Academic excellence is not solely a function of the intellectual abilities of the college's students, but rather is highly dependent on the quality and rigor of the teaching/learning process.

Student-Centeredness. At Keuka College, we provide a holistic learning experience fostering the intellectual and personal growth of each student. Students, teachers, staff, and alumni are engaged in a way that connects the learning process to the world beyond the college. Through academic programs, collaborative partnerships and experiential learning experiences, Keuka students broaden their skills and perspectives of careers, personal responsibility, wellness, and civic engagement.

Diversity. At Keuka College, we acknowledge, respect, and celebrate our differences. Our community consists of many identities, each of which provides a valued perspective. We foster an inclusive environment in which we intentionally work toward understanding, respecting, and appreciating diversity. In doing so, we move beyond tolerance to understanding and mutual respect.

Global Perspective. At Keuka College, having a global perspective means being open-minded when working with people of diverse geographical origin and cultural heritage – learning from them, and they from us. In order to prepare students for the world of the 21st century, we provide them with opportunities to learn and interact with other cultures, peoples, and perspectives. Student exposure occurs in many ways – in the classroom through our domestic and international academic programs and curricula, and outside the classroom through multiple opportunities to interact with people from diverse backgrounds and experiences.

Stewardship. At Keuka College, we are committed to preserving and building our legacy for future generations and to fostering a sense of responsibility and commitment to the college. Active stewardship is an ethical and institutional responsibility that embodies careful, prudent utilization and management of our resources, including our people, financial holdings, natural resources, and capital assets. The College and its constituents have a moral and financial imperative to use our many and varied resources in ways that are effective, efficient, and sustainable.

Citizenship. At Keuka College, we believe citizenship includes aspects of leadership, service, and social responsibility. All members of the Keuka College community strive to be good leaders and exemplary citizens. Effective leaders and citizens exhibit common traits of wisdom, determination, vision, emotional intelligence, empathy and social responsibility. We actively model these qualities and mentor their development, thereby demonstrating and encouraging exemplary citizenship – locally, nationally, and globally.

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 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 College 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 College 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 College has added master's degree programs, the Accelerated Studies for Adults Program, distance education offerings, and the Keuka-China Program. Some 2600 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, Ho Chi Minh City and the Denang University of Economics.

The Keuka College 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, organizational communication, social work, psychology, child and family studies, 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.

Allen Hall houses the art program, featuring classrooms, studios, a design lab, and a darkroom. The first floor includes the American Sign Language laboratory and the Human Resources Offices, including Student Employment.

Strong Hall, home to the Division of Education, houses classrooms, faculty offices, and Information Technology. Each academic, administrative, and residential facility is directly connected to the institution's enterprise resources planning computer system.

Lightner Library is the intellectual center of the College community where users can access information and connect with each other in an open, positive learning environment. Lightner Library provides access to information in a variety of formats. The library holds approximately 111,914 volumes and a variety of online resources. There are reference librarians available Monday through Friday. Students and faculty can obtain materials not available at Lightner Library through the library's Interlibrary Loan service.

The library houses:

A lab and public terminals on the main floor containing both Dell and MacIntosh computers that are available for student use whenever the library is open

Two computer classrooms on the lower level that are available for student use when not being used for classes

Six computers on the lower level that are available for student use whenever the library is open

The library also has 2 Media/Study Rooms on the lower level; each contains a 32 inch flat screen TV, computer with wireless mouse and keyboard, videocassette recorder, and a camera. Students can use the rooms for quiet study, but they can also watch DVDs or videos for a class or use the computer for solo or group work. The cameras allow ASL students to videotape signing for their classes. Students can sign up online to use these rooms. Keys to access the rooms and equipment must be signed out at the circulation desk.

Lightner Library is home to two art galleries. The Lightner Gallery hosts various exhibits throughout the year; the Aben Gallery features a collection of art work by Yankel Ginzburg.

The library's hours vary during the year so it is always a good idea to check its web site at http://lightner.keuka.edu/ or call the Circulation Desk at (315) 279-5632.

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, Comuter Student Lounge, and the associate vice president for student development and dean of students, director of student activities, 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; 11a.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, 11 a.m.-1 a.m. and Saturday, 4-11 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 development, admissions and financial aid offices are located on the first floor while the ground floor is home to communications, 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.
Middle States can be contacted at:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, Pa 19104
Telephone: (267)284-5000

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 Teacher Education Accreditation Council (TEAC.) accredits the education program. The TEAC address is:

TEAC
One Dupont Circle NW Suite 320,
Washington, DC 20036

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 College.

Admitted students must possess a high school diploma or its equivalent.

Freshman Application

Applicants should submit:

1. A completed application;
2. At least one letter of recommendation;
3. An official copy of his/her high school transcript or general equivalency diploma (GED); or Test Assessing Secondary Completion (TASC);
4. SAT/ACT - July 2013-January 29, 2014 required; test optional after January 30, 2014;
5. Applicants considered for scholarship will be reviewed on High School/Secondary School cumulative GPA;
6. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200;
7. Before Enrolling, students must submit an official and final secondary school transcript.

Transfer Application

Applicants should submit:

1. A completed application;
2. At least one letter of recommendation;
3. An official final secondary school transcript or general equivalency diploma (GED); or Test Assessing Secondary Completion (TASC);
4. Official transcripts from all colleges and universities previously attended;
5. Applicants considered for scholarship will be reviewed on college cumulative GPA;
6. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200.
7. Before Enrolling, students must submit an official and final secondary school transcript.

Graduate Application (Division of Business Master of Science In Management)

Applicants should submit:

1. A completed application*
2. Personal Statement
3. Essay
4. 2 Letters of Recommendation
5. Resume
6. Official transcripts from all colleges attended, showing proof of Bachelors degree conferred.
7. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200.

*If international, also require TOEFL/IELTS, Copy of Passport, Declaration of Finance

Graduate Application (Division of Education Master of Science In Literacy)

Applicants should submit:

1. A completed application*
2. Personal Statement/Professional Statement
3. Official transcripts from all colleges attended
4. 2 Letters of Recommendation
5. Proof of graduation from a registered teacher education program
6. Proof of passing NYS Teacher Certifications*
7. Copies of certifications or proof of having applied for certification*
8. Upon acceptance, students who enroll are required to submit an enrollment deposit of $200.

*Applicants who have not successfully completed all certification tests wil have additional application requirements.

*Students applying to progams housed within the Center for Professional Studies (such as A.S.A.P.) should refer to the CPS admissions section for details (p.).

Freshman 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 involvement. It should be noted that the challenge and scope of a candidate's secondary school program curriculum 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.

High school students earning college credits will remain eligible for freshman merit scholarships- there is no limit to the number of college credits a secondary school student can earn prior to graduation from secondary school. The registrar will evaluate all college level courses completed for credit towards their Keuka College degree.

A freshman can earn up to 11 credits post high school graduation, before enrolling at Keuka College and will still be considered for freshman merit scholarships. If they take more than 11 credits then their status would change to transfer and they would no longer be eligible for freshman merit scholarships.

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 Selection Process

A transfer student is defined as: A student who has accrued the equivalency of one semester (12 credits) or more at college, following completion of high school/secondary education. If a student has accepted financial aid at another institution but did not earn the maximum credit (12 credits), then the student is considered transfer.

Students interested in transferring to Keuka College should consult with their current academic adviser and our transfer counselor as early as possible. Please contact Keuka's admissions office for further assistance and information. Effective planning maximizes the number of credits a student will be able to transfer and apply toward graduation requirements at Keuka College. Students are preliminarily directed to Transfer Equivalency System (TES), which can be located on our website under Academics, Registrar, Transfer Credit Process.

Transfer Credit Evaluation Process and Policies

Transfer credits are accepted from regionally accredited post-secondary U.S. institutions. Credit from foreign institutions require an evaluation (WES or ECE), 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 acceptable for transfer. Once they are evaluated, the registrar will direct the transfer student to the Keuka College portal to review their evaluation showing accepted courses, the Keuka College course equivalencies, and estimated total number of credits needed to complete their degree requirements. All transfer students follow the academic policy that pertain to the class level 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 College.

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 division and 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 irrelevant.

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.

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 General Education Requirements

General education provides a strong foundation for advanced study and pre-professional development in any academic major. Keuka College 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 entering freshmen. 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 started their academic career at Keuka College. All transfer students are required to complete INS 301 at Keuka College. 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 College.

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™s. 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:

1. A transcript report from an official credential evaluation agency (WES or ECE) for applicants with foreign high school or university transcripts.
2. Official TOEFL or IELTS score if you attended a high school or college that was taught in a language other than English.
3. Declaration of Finances, as required by the U.S. Government.
4. Copy of passport

We require that a student submit a copy of his/her passport for accurate immigration documentation. Interviews in person, over-the-phone, or by Skype are not required, but are highly recommended. International students, while not required to submit a FAFSA, can be considered for a Keuka College International Scholarship based on their completed application.

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.

Center for Professional Studies

Accelerated Studies for Adults Programs (ASAP)

Keuka College offers degree programs throughout New York State and online, making it easier to balance work and family priorities. Our graduate and undergraduate degrees connect with the needs of employers, address job growth opportunities, and position students for career advancement.

Bachelor of Science

- Organizational Management
- Criminal Justice Systems
- Nursing for RNs
- Social Work

Master of Science

- Management
- Criminal Justice Administration
- Nursing (concentration in Education)
- Nursing (Adult Gerontology Primary Care Nurse practitioner)
- Master of Social Work

Pathway Program options are also available for students not meeting the admission requirements for undergraduate programs.

ASAP students are typically employed full time during the day; thus, the program is offered in the evening at most locations. Courses are delivered in an accelerated, blended-learning format. You'll move through each course as a group–creating opportunities for networking and support. An atmosphere of shared family, career, and interests develops camaraderie among our students.

In ASAP, a cohort is a class comprised of approximately 8-25 students who progress through their degree program together. Students build a strong support network and often cite this as one of the most positive factors for their success in the program.

Students who succeed in ASAP are self-directed and goal-oriented individuals.

ASAP enables adult students to develop:

- interpersonal skills,
- written and oral communication skills,
- problem-solving and decision-making skills,
- understanding of research techniques and applications,
- self-knowledge and self-image growth,
- self-reliance and leadership skills

ASAP Undergraduate Application Requirements

1. Completion of approximately 60 transferable credit hours from Keuka College or another accredited college/post-secondary institutions and/or accredited programs.
2. Nursing applicants must have a current Registered Professional Nursing License (RN). Applicants must be working in a nursing position for at least 20 hours per week while in the program.
3. Social Work applicants must be employed, at least part time, in a human service related position and have a minimum of two years experience working in human services. Applicants are required to submit employment verification.
4. Cumulative grade point average in prior academic coursework of at least 2.00 on a 4.00 scale for SWK, Organizational Management and Criminal Justice Systems 2.50 on a 4.00 scale for NUR.
5. Submission of all official college and military transcripts.
6. Credit deficiencies are not to exceed18 credit hours(OM, CJ, NUR), after the completion of any required pre-requisite courses. A maximum of 6 credit deficiencies are permitted to enroll in the social work program.
7. Completion of the Keuka College health and meningitis forms.
8. Completion of the admission form and payment of the non-refundable admission fee.
9. Successful completion of an interview with a representative from the CPS, as needed.

Conditional Acceptance

Conditional Acceptance will be considered on a case-by-case basis. Conditional acceptance to any program is at the discretion of the program director and associate vice president for professional studies. All terms of the conditional acceptance will be outlined in the student's letter of acceptance. Students not meeting the terms of a conditional acceptance, as outlined in their letter of acceptance, will be administratively withdrawn from the program. After a student is administratively withdrawn from the program, s/he may no longer attend classes and is responsible for all costs incurred while a student at Keuka College.

The student must have completed the following in order to be considered for conditional admission:

- demonstrated strong writing skills, and/or
- demonstrate a substantial and sustained employment history, and/or
- meet with a representative from the Center for Professional Studies to discuss the number of hours needed beyond the degree, and
- receive a preliminary evaluation of transfer credit/graduation audit.

ASAP Graduate Application Requirements

Keuka College expects its graduate students to exhibit high professional standards and academic excellence in the areas of leadership, research, communication, and critical thinking.

Application Procedures

Application forms and admissions information are available from the Keuka College Center for Professional Studies and our website at www.keuka.edu/asap.

Applicants for graduate study must have completed a bachelor's degree from an accredited institution with a minimum grade - point-average (GPA) of 3.00 (on a 4.00 scale). Students not meeting the minimum standard may be admitted into the program on a conditional basis (see Conditional Admission).

Keuka College utilizes a self-application process. Students who wish to apply for graduate study must submit the following items to the Center for Professional Studies in one complete packet.

1. Application form with application fee. This application fee is non-refundable.
2. Personal/professionals goals statement.
3. Essay as described in the application (not required for nursing applicants).
4. Two letters of recommendation from those who can attest to your potential to be successful at graduate level work.
5. Official transcripts from all colleges previously attended.*
6. Current resume.
7. Health forms.
8. The results of the Test of English as a Foreign Language (for international students).
9. Copy of nursing registration/license number (for nursing only).
10. Personal interview and on-site writing sample (for nursing only)
11. Some programs have additional application requirements as outlined on the graduate application and our website.

The College may admit students to the graduate programs on a rolling basis up to the start of each semester. However, to ensure a smooth and effective enrollment process, Keuka encourages students to apply early.

Incomplete application files will not be considered for admission and therefore delay the student's acceptance into a graduate program.

All documents submitted as part of the application process become the permanent possession of Keuka College and cannot be returned to the applicant or forwarded to a third party.

Complete application files will be forwarded to the appropriate graduate program. The program director will then review the academic background and qualifications and will make appropriate recommendations for admission status. Students will receive official notification of acceptance or denial from the Center for Professional Studies.

*Official transcripts must be submitted in a sealed envelope bearing the signature of the College Registrar across the seal of the envelope. All accepted students (matriculated and non-matriculated) are required to file an official, degree-bearing transcript with the registrar's office before they are permitted to enroll in classes.

Conditional Acceptance

Conditional Acceptance will be considered on a case-by-case basis. Conditional acceptance to any program is at the discretion of the program director and associate vice president for the center for professional studies. All terms of the conditional acceptance will be outlined in the student's letter of acceptance. Students not meeting the terms of a conditional acceptance, as outlined in their letter of acceptance, will be administratively withdrawn from the program. After a student is administratively withdrawn from the program, s/he may no longer attend classes and is responsible for all costs incurred while a student at Keuka College.

Campus Visits

Prospective students and their parents are encouraged to visit Keuka College 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 in the traditional program 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.

Traditional 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.

Students in the Accelerated Studies for Adults Program (ASAP) who have withdrawn from the College but wish to return to active status must do the following:

1. Notify the Center for Professional Studies, Advisement Division, of their desire to return.
2. Clear any account holds.
3. Finish any incompletes.
4. Submit an application and registration form.
5. Make financial arrangements.

ASAP students who have been away from the program for one year or more are placed on inactive status and must complete a new application form when re-entering the program. A change of status form must be completed and submitted with the appropriate fee to reactivate the adult student's registration. This process must be completed in order to re-enter the program. Students who are repeating a course or who take a leave of absence may have to change cohorts, which will also change the anticipated graduation date. Students re-entering the College must abide by the current academic progression policy for their major of study.

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 based on review by the individual 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

2015-2016 College Costs

Tuition

Full-Time: (12 or more credits)

Per Semester:	$13,971
Per Year:	$27,942

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™.

Other Than Full-Time

(Per Semester Credit Hour)

Part-time (up to 11 credits):	$933
Part-time, summer:	$955
Overload Tuition (per credit)*:	$730
Audit Tuition (space available):	$410
Audit Tuition-Senior Citizen:	$105/credit
Master's in OT (fifth year students):	$922/credit

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

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/English Interpreting*	
AEI 485 Internship	$350/course
Business and Management*	
BUS 444 Strategic Management Comprehensive Business Exam	$40
Education*	
EDU 452-457 Student Teaching	$300/course
Masters of Education Tech Fee	$290
Music*	
MUS 130 Private Instrument Instruction	$325/credit
MUS 131 Private Voice Instruction	$325/credit
MUS 399 Independent Study Private Music Lessons	$300/credit
Photography*	
ART 282 Photography	$70
Social Work*	
SWK 450 Senior Practicum and Seminar	$200

Theatre *	
THR 101 Introduction to Theater & Drama	$85
Individualized Instruction	
(surcharge per course)	$420/course

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

Room and Board

Room & Board
Per Semester: $5,535
Per Year: $11,070
(includes “Carte Blanche Basic” meal plan)

Room- Ball Hall
Per Semester: $2,988
Per Year: $5,976

Room- Harrington Hall
Per Semester: $2,906
Per Year: $5,812

Commuter Meal Plan #1
Per Semester: $410
Per Year: $820

Commuter Meal Plan #2
Per Semester: $535
Per Year: $1,070

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	$425/semester
Double Single	$800/semester
Triple Double	$425/semester/person
Quad Triple	$300/semester/person
Summer Session (Housing only)	$75/week
Field Period ™(Housing only)	$75/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

Resident Students

Per Semester:	$165
Per Year:	$330

Commuter Students (more than 6 credit hours)

Per Semester:	$80
Per Year:	$160

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

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

New Student Orientation

Freshman	$225
Transfer	$225
Graduation	$150

This fee is required for any student wishing to graduate and is not waived for students not participating in the formal graduation ceremonies.

Late Registration	$150
ID Card Replacement	$20/$50

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

Return Check Fee	$30

Parking Permit Sticker

Resident Student	$50
Commuter Student	$50

Comprehensive Fee (covers telephone, cable and Internet access)

Resident Student

Per Year	$400
Per Semester	$200

Commuter Student

Per Year	$300
Per Semester (over six credit hours)	$150

Field Period™	
Late Registration Fee	$160
Transcript (Regular)	$10
Transcript (Co-Curricular)	$10
Credential File	$5
Diploma Printing Fee	$25
Student Accident Insurance (mandatory for full–time)	$50
Student Medical Insurance	$1,160

(mandatory unless waiver form filled out online www.haylor-college.com/keuka by the end of drop/add period)

Malpractice Insurance	$40

(mandatory for full–time, non-freshman nursing, social work, occupational therapy, psychology, medical technology, and education students)

Challenge Examination	$80 (per examination)

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
HEOP	$ 50

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:

EDUCATION (Student pays independently) (2014-15 actual expenses are listed):	
Academic Literacy Skills Test (ALST)	$131
Education All Students test (EAS)	$102
Content Specialty Test (CST)	varies, range $125-$195
Certification Fee (per certification)	$100
Finger Printing Fee	$100

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, American Express, 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 withhold meal plans, grades, transcripts, or diplomas if financial obligations are not met when due.

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

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 from the Dean of Student Engagement and Success, located in the Center for Experiential Learning.. 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:

- Direct Unsubsidized Loan
- Direct Subsidized 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 also made available through the generosity of alumni and friends of the College in the form of grants and scholarships.

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 Financial Aid 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 recommended filing date 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 College then sends a "financial aid package" stating the sources, types, and amounts of assistance available to help the student afford a Keuka College education.

Major Financial Assistance Sources

The following are the known sources of financial aid available to students who enroll at Keuka College. 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 heading 'Terms and Conditions for Receiving Financial Aid'), unless otherwise indicated, funds are credited (one payment/semester) 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 $5,775, 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 $3708 prior to 10/1/15 and $3728 after 10/1/15 for the 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: $3708 per year for full-time students if disbursed before 10/1/2015. Rate will change to $3728 after 10/1/2015. 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.

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.

Federal Direct Subsidized 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 4.29% for loans disbursed after July 1, 2015. 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 Loan

This federally sponsored loan program is for students enrolled at least half-time. Terms are the same as described above for Direct subsidized loan except that: (1) unsubsidized interest rate is fixed at 4.29% for loans disbursed after July 1, 2015 (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 Direct subsidized loan. Graduates are eligible for up to $20,500 with interest rates for loans disbursed after July 1, 2015 of 5.84%.

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 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 loan program.

Amount: Freshmen, and sophomores, up to $4,000; juniors and seniors, up to $5,000.

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 loans disbursed after July 1, 2015, the interest rate is fixed at 6.84%. 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 College 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 loans disbursed after July 1, 2015 , the interest rate is fixed at 6.84%. Repayment begins immediately after the final disbursement, however, loan may 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.

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 College 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 - $5,165 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 2015-2016 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 in the 2006 – 2007 academic year or thereafter that are taking 6 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 December 31.

Application: For an application, write to: 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 satisfactory progress in their 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 is June 30 of the academic year the award is sought.

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.

NYS Math and Science Teaching Incentive Scholarships

This program is for undergraduates and graduates who agree to serve five years of full-time employment as secondary math or science teachers. Students must have a cumulative grade point average of 2.5 or higher and must execute a service contract in which they agree to serve. Students may not hold both the Federal TEACH Grant and a NYS Math and Science Teacher Incentive Program award at the same time. Application: In addition to the FAFSA, a student must complete the NYS TAP application.

Maximum Annual Award: Actual tuition costs or SUNY tuition costs, whichever is less for full-time study.

NYS Scholarships for Academic Excellence

This program provides scholarship assistance to outstanding NYS high school graduates. Awards are based on student grades in certain Regents exams. Application: To apply, see your high school guidance counselor.

Maximum Annual Award: Up to $1,500 per year for up to five years of undergraduate study.

Senator Patricia K. McGee Nursing Faculty Scholarship Program

This program offers awards on a competitive basis to applicants who are registered professional nurses enrolling in graduate programs that will qualify them as nursing faculty or adjunct clinical faculty. Students must be registered nurses professionally licensed to work in NYS and agree to practice as nursing faculty in NYS for four years. These awards are available for up to three academic years of graduate study. Application: Must complete the FAFSA, NYS TAP application and McGee Nursing Faculty Program Supplement.

Maximum Annual Award: The cost of attendance up to $20,000 annually or the average SUNY cost of attendance, whichever is less.

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.

Segal AmeriCorps Education Award

This program is for students who have successfully completed their term of service in accordance with their member contract in one of the following approved AmeriCorps programs: AmeriCorps State and National, AmeriCorps VISTA or AmeriCorps NCCC. For more information contact NYS Office for National and Community Service, Office of Children & Family Services, 52 Washington Street, Rensselaer, NY 12144 or www.americorps.gov.

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 at www.hesc.ny.gov.

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 Enhanced Recognition Incentive & Tribute Scholarships (MERIT) aka 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: For 2015-2016, on campus students $22,487 and off campus $15,037.

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: For 2015-2016 on campus students $22,487 and off campus $15,037.

Office of Vocational and Educational Services for Individuals with Disabilities (VESID) – ACCESS-VR

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 Award 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. Keuka College grants/scholarships are only available for your first four years of undergraduate study (maximum of 8 semesters).

Board of Trustees Scholarship

Offered to high school seniors, this is a competitive scholarship program based on academic achievement. 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. New students for 2015-2016 will need a 3.5-4.0 grade point average to be eligible.

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. Scholarship is not based on financial need.

Maximum Annual Award: $6,000 to $12,500.
Renewal award only

Keuka Presidential Scholarship

Offered to high school seniors who have strong academic records. Scholarships are renewable for up to four years of undergraduate study provided the student is full-time status, satisfactory academic progress and continues to reside in on-campus housing . Scholarship is not based on financial need. New students for 2015-2016 will need a 3.0-3.49 grade point average to be eligible

Maximum Annual Award: $13,500.

Keuka College Gold Scholars Award

Offered to high school seniors who have a grade point average between 2.5-2.99. 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: $11,500.

Keuka Scholars Award

Offered to high school seniors who have at least a 2.67 grade point average. 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: $10,000
Renewal award only

Keuka Acorn Award

Offered to high school seniors who have a grade point average between 2.0 – 2.49. 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: $9,000

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.
Renewal award only

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 and are required to maintain satisfactory academic progress and reside in on-campus housing for renewal.

Student must hold a work-study position in the Center for Experiential Learning the first year and conduct 50 hours of community service each year. Student 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).
Renewal award only

Community Achievement Award

This award is offered to high school seniors who have made a significant impact on their community through volunteer service. This award is given to five incoming freshmen each academic year, one each month, September through January. Recipients must be full-time, are required to maintain satisfactory progress and reside in on-campus housing for renewal.

Maximum Annual Award: $17,000

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.
Renewal award only

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–$20,000 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

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

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

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 ful- 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

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.

Certificate Scholarships

These awards are currently being offered to high school seniors from Bloomfield Central School & Newark High School. Recipients are nominated by the high school counselor. These awards are to provide recognition to reward academically talented students as they reach significant points during their secondary school career.

Maximum Annual Award: $1,250

Transfer Achievement Award

A merit scholarship of up to $8,000 is available to transfer students who have a cumulative GPA of 3.5+ 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.

Transfer Scholarship

A merit scholarship of up to $6,000 is available to transfer students who have a cumulative GPA of 3.25 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.

Transfer Acorn Scholarship

A merit scholarship of up to $4,000 is available to transfer students who have a cumulative GPA of 3.0 to 3.24 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.

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

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
Renewal award only

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: up to full tuition

Keuka College Work Study

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

Maximum Annual Award: $2,000

Tuition Benefits – Tuition Exchange/Tuition Remission

These benefits are offered to eligible employees and their families. Please contact Human Resources to determine if you are eligible. Information can also be obtained from the Employee Handbook.

Named/Endowed Scholarships and Prizes

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

George Alden Trust Scholarship
Mabel Archbold Scholarship
Beverly Nessel Au ’51 Scholarship
Fay Audra Brethen ’55 Scholarship
Judith Oliver Brown ’63 Memorial Scholarship
President Joseph G. and Professor Diane M. Burke Scholarship
Beth Purdy Canuteson Scholarship Trust of 1928 Scholarship
Class of 1937 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
Class of 1962 Scholarship
Elizabeth Coker ’30 Scholarship
Marcia Clark Cooley ’28 Award
Luella Walker Corbit ’37 Scholarship
Louise Stryker Davis ’34 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
Clarence Joseph Gannon Scholarship
Marion Goodwin ’30 Scholarship
The Elizabeth Marshall Gordon ’49 Scholarship for a Woman to Study Science
William Randolph Hearst Scholarship
Anne D. Hotchkiss ‘ 38 Scholarship
Frederick L. Hoyle Scholarship
Lucretia Davis Jephson Scholarship
Christin Johnson Memorial Scholarship
Keuka College Alumni Association Scholarship
Keuka College Student Senate Scholarship
Katherine Towner King ’37 Scholarship
Stuart Komer Family Scholarship
Dorothy Wheeler Krum Scholarship
Lambda Pi Eta Award for Excellence in Communication Studies
Dr. F. Marion Lougee Award in Clinical Science
Dr. Aileen Lougee Prize in Modern Language
Dr. Geraldine Lynn Scholarship
Virginia Pearson MacKenzie ’34 Memorial Scholarship
Deb Manahan Scholarship
Joyce Oakleaf Mandigo ’67 Scholarship
Marva Davis Mapp Scholarship
Doris Ackley Mattison ’43 Scholarship
Anastasia Alisa McManus ’14 Memorial Scholarship
Commander Barbara Ellen Miller ’56 Scholarship

Don Miller Memorial Scholarship
Anne Graham Munson ’68 Memorial Scholarship
Barbara Neuhaus ’50 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 ’43 Scholarship
Penn Yan Keuka Club 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
Ruth L. and Ralph W. Seager Memorial Scholarship
John and Audrey Settle ’67 Scholarship
Imogene Smith ’34 Scholarship
A. Space Memorial Scholarship
Byron Spence Scholarship
Spiritual Exploration Field Period Scholarship
Barbara Robitsch Squattrito’51 Memorial Scholarship
Donald and Corinne Stork Scholarship
Viola Titus ’41 Endowment
Walter O. Vail Scholarship
Charles Wallis Scholarship
Betty Watson Wallis Scholarship
Michael Weiss Field Period Scholarship
Jean Maxine Whittemore ’35 Scholarship
Michael A. Wiley ’00 Scholarship
Alissa Putnam ’00 / Michael Wiley ’00 Scholarship
Yates County Home Bureau Scholarship
Mary Simpson Young ’28 Memorial 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,state and/or Keuka College aid must maintain satisfactory academic progress as defined in the College 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 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:

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. (Incompletes require submission of the Keuka Incomplete Form.)

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:	1st	2nd	3rd	4th	5th	6th	7th	8th
A student must have accrued this many credits:	0	6	15	27	39	51	66	81
With at least this grade point average:	0.00	1.50	1.80	1.80	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

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.

Green and Gold Celebration Weekend is held in mid-October and brings together students, faculty, staff, alumni, parents, families, friends, and the local community for a variety of programs, athletic contests and special events. The entire Keuka College Community engages in all that is Keuka College and creates special memories that are shared by all. The annual semi-formal dance is held In the fall semester.

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

Keuka College marks the end of fall semester classes and the start of exams with two events: a Christmas candlelight service in Norton Chapel and Late Night Breakfast, where faculty and staff come to the Geiser Refectory to cook and serve students.

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 Multicultural Student Association (MSA) Fashion Show. Another Late Night Breakfast is held as well.

Spring Weekend is held during one of the last weekends in April and is coordinated by the junior class. The junior class executive board and class members choose the theme and events that will take place througout the weekend. Past themes have included Rising High (with high elements and activities), Carnival (carnival rides, games and food), and Color the Campus.

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.

Senior Week and the academic year officially comes to a close with baccalaureate and commencement.

Student (Conduct)

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 Handbook and Student Code of Conduct, (Section IV).

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 when they 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.

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 (RDs) and by resident assistants RAs. RAs are carefully selected and trained undergraduate students who live on each residence hall floor/area. RAs are considered student paraprofessional staff and receive 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 such as 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.

The Office of Multicultural Affairs

The Office of Multicultural Affairs coordinates the College's efforts to meet the needs of underrepresented students at the College. The office assists individuals, student groups and organizations, as well as faculty and staff in their efforts to provide educational and social programs that reflect cultural diversity, while fostering an inclusive campus environment.

The office is located in the Dahlstrom Student Center. Questions or inquiries can be directed to the Office of Multicultural Affairs on (315) 279-5225 or via email at mcaffair@keuka.edu

International Students Services

The Office of International Student Services coordinates the College's efforts to meet the needs of international students. The office offers support and guidance for all international students in the cultural adjustment of living abroad, to college life, and in the immersion to American culture.

The Office of International Student Services assists with immigration advising, immigration related questions and topics of concern, as well as provides general advising services.

Keuka College strongly believes that diversity is the celebration of many identities and nationalities that comprise the campus community. Located in the Dahlstrom Student Center any questions or inquiries can be directed to the Office of International Student Services at (315) 279-5714.

The First-Year Experience

The First-Year Experience 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 (p.).)

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 as well as through the Dean of Student Engagement and Success.

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, pregnancy testing, blood glucose testing, strep throat screening, urine testing for infection, physicals, clearance for sports, and counseling for health related conditions. Students will be referred if needs exceed what Health Services is able to provide on campus. The nurse practitioner or registered nurse can call in prescriptions to area pharmacies. The college works with several pharmacies in Penn Yan that will deliver prescriptions or over-the-counter medications to Health Services once items have been paid for. Health Services bills insurance, so students should bring their insurance card to each visit.

The Health Services staff includes a Coordinator of Health Services, an Office Assistant, two nurse practitioners, a 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 slot 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 . 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 $5.00 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. Ambulance service is provided by the Keuka Park and Penn Yan Area Volunteer Ambulance Corps.

Wellness education is also an important component of Health Services. Health Services works collaboratively with Counseling Services to educate students on various topics, such as alcohol awareness, stress management and sex education. Several student events are held each semester in support of these wellness themes, and informative displays can also be seen on the walls of the office and around campus.

A 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, which can be found at http://life.keuka.edu/health-counseling.

Finger Lakes Community Health comes to the campus Health Center two mornings per month. They offer routine reproductive health care and screening for women and men. Appointments are made through Finger Lakes Community Health by calling their 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.flchealth.org/family-planning/.

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 Center for Spiritual Life uses 8 paths that help spiritual growth regardless of a person's religious/non religious background. The 8 paths include: arts/creativity, contemplation, intellectual inquiry, nature, relationship, service, social activism and worship. A "Quest" survey is available to help identify which spiritual paths one most likely relates to. Student directors of spiritual pathways, under direction of the chaplain, offer programs in these 8 paths throughout the academic year. Regular activities include Christian worship services (both Protestant and Catholic), a meditation hour, multi-faith studies, occasional retreats, a service trip called 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 Coexist. Coexist 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, field hockey, and lacrosse. Men's sports include basketball, lacrosse, soccer, cross country, golf, baseball, volleyball and tennis. Co-ed sports include cheerleading, dance, step team and equestrian.

Indoor facilities include two gymnasiums, locker rooms, fitness and strength centers, video-conference room and an athletic training suite. The Jephson Community Athletic Complex features Kuhl Field (baseball), a softball field, several practice fields, and a lighted artificial turf competition field. Keuka College also supports six outdoor tennis courts. Located only a few miles from campus are both Riesling Ridge Stables (equestrian) and Lakeside County Club (golf).

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 Green and Gold Weekend, Alcohol Awareness Week, Celebrate Seniors Weekend, Spring Weekend, May Day, New Student Orientation/Transition Week, Welcome Back Week, and the Annual Semi-Formal Dance.

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
- Biology Club
- Chemistry Club
- Council for Exceptional Children/ Special Education Club
- Education Club
- ENACTUS
- Political Science and History Club
- Psychology Club
- Secondary Education Club
- Sociology, Criminal Justice & Criminology Club
- 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
- Bowling Club
- Class Council/Officers
- CoExist
- For the Kids
- Health and Fitness Club
- Keuka Against Cancer
- Keuka College International Club
- Multicultural Students Association (MSA)
- Peace Club
- Peer Advocates
- P.R.I.D.E.
- Residence Hall Association (RHA)
- Rotaract
- Veterans Club
- Women’s Center Advocacy Club

Club Sports—

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

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.

Department of Campus Safety

Department of Campus Safety officers are New York state-certified security 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 enforcing the Keuka College parking plan. 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 offenders, liquor and drug violations, thefts, arson, assaults, manslaughter, and murder, etc. . These crimes, as well as all other non-Clery crimes, are reported to 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.

The annual security and fire safety report can be found at http://life.keuka.edu/files/2014/10/2013-ASR- Final.pdf

Registered Sex Offender Information

In accordance to the "Campus Sex Crimes Prevention Act" of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, the Keuka College Campus Safety Office provides a link to the New York State Criminal Justice Services' (DCJS) Sex Offender Registry for high risk (level 3) registered sex offenders. This registry can be viewed on the internet at: www.criminaljustice.ny.gov/nsor or by contacting the NYS DCJS Sex Offender Registry at (518) 457-6236. Also, persons seeking to obtain sex offender registration information may contact Yates County Sheriff's Office Records Section at (315) 536-5778.

The Academic Program

Major Fields of Study

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

0401.01 Adolescent Biology Education
0808 Adolescent Biology Education/Special Education
1905.01 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

The bachelor of science (BS) 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
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

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

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 Mathematics
Art
Biology
Chemistry
Communication Studies
Creative Writing
Criminology/Criminal Justice
Digital Studies
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
B	Commendable
C	Satisfactory
D	Deficient
F	Failing

Grade points for the letter grades:

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

Non-quality point grades:

S	Satisfactory
U	Unsatisfactory
W	Withdrawl
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 vice president 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(LAS);
2. Satisfactory completion of 120 semester credit hours and a cumulative grade point average (GPA) of 2.00;
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. General Education 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 2.00;
6. Completion of one laboratory science course.
7. 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
8. 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 http://learning.keuka.edu.

Registration

Registration for courses must be approved or 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, when prompted by the student, 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. Students must monitor cancellation communications and their schedule to add credit as needed.

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
Herkimer County Community College
Jamestown Community College
Jefferson Community College
Mohawk Community College
Monroe Community College
Niagara Community College
Onondaga Community College
Tompkins Cortland Community College

Students interested in transferring to Keuka College should consult with their academic adviser and an Admissions or ASAP transfer counselor as early as possible 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 their adviser and 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 and History 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 34 semester credits at Keuka College. In the computation of commencement honors, only coursework completed at Keuka College will count towards the calculation of a Degree with Distinction. A student is thus eligible for a Degree with Distinction based on his/her Keuka College work alone.

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.18

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.

Students completing degrees in August and December must notify and express the intent to graduate to the registrar's office to prompt the conferral process.

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.

Policy on Academic Standing

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

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 following 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.

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

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 (p.)"). A student who is suspended has the right to appeal to the associate vice president for academic programs (see "Appeal Process (p.)"). 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 (p.)").

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

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

1. the minimum cumulative credits earned per semester of attendance;
2. the cumulative grade-point-average (GPA);
3. the number of Field Periods™ completed; and
4. 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
2	15	1.50	0
3	27	1.75	0
4	39	2.00	1
5	51	2.00	1
6	63	2.00	2
7	75	2.00	2
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.

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 (p.).

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.

ASAP students should refer to the A.S.A.P. handbook located at http://learning.keuka.edu.

Review of Satisfactory Academic Progress

At the end of each semester the Academic Review Board (ARB)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 College 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.

A.S.A.P. students should refer to their A.S.A.P. student handbook for information regarding Satisfactory Academic Progress located at http://learning.keuka.edu/.

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 regarding the Suspension Appeal Process.

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:

1. 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);
2. 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.;
3. maturity, responsibility, personal growth and development through work, community service, family care-giving or other means;
4. having sought and received personal and/or academic testing and/ or counseling;
5. 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.

A.S.A.P. students should refer to their A.S.A.P. student handbook regarding the Academic Reinstatement Process.

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

1. 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 (p.).

   Applications for withdrawal/leave of absence are available from the Dean of Student Engagement and Success, located in the Center for Experiential Learning.

2. 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 (p.).
   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.

A.S.A.P. students should refer to their A.S.A.P. student handbook for information regarding attendance policy.

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 ™, career services, community service, and co-curricular transcript.

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 general education 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 several Field Period™ experiences within the discipline. Registration, requirements for credit and grading, and suggestions for an enhanced learning experience are located in the Experiential Learning and Field Period Handbook, Student Edition, available at www.keuka.edu/experiential.

Career Services

Career Services is dedicated to helping Keuka students and alumni develop and work towards 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 an Employer network 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 College.

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

The Community Service Office connects potential volunteers with local and national non-profit organizations that need support and assistance. Students can volunteer in the community or benefit non-profit organizations through events on campus.

The Big Brother Big Sisters program is also coordinated by the Community Service Office.

Adventure Program

The Keuka College Adventure Program is comprised of three components: Leadership and Team building (our TeamWorks! Program), On-Campus Adventure, and Off-Campus Trips. Our goal is to make adventure accessible to everyone, and use it in a manner that will allow students to develop personally, professionally, and academically.

Off campus trips are available to all students. These experiences allow students to try things that might make them nervous, make friends, and do things they may not have ever had the opportunity to do. Some examples of trips include: white water rafting, rock climbing, skiing/snowboarding, and canopy tours. Students of all comfort and skill levels are welcome to come and try something that will get their adrenaline pumping.

Our on campus adventure programs are used to teach students that adventure can be found anywhere. Whether climbing on our high challenge course, utilizing the lakefront, or running in our 5k challenge run, students have the opportunity to experience that rush without leaving campus.

Our TeamWorks! program is used in orientations, classrooms, and by a variety of other organizations on campus. This high and low challenge course and portable program is used to supplement academic coursework, develop stronger groups, and enhance a student's leadership style plus much more. Any full time student may request a program for their club, group, class or team at no cost!

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.

Complete general education learning goals can be found at: http://vpaa.keuka.edu/academic-policies/general-education/

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: 41-43 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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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. See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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. See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

See General Education Requirements (p.) for list of applicable courses.

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.

Degree Requirements

General Education Requirements

Students must complete each of the following areas. No more than two courses with the same disciplinary prefix may meet the Breadth of Knowledge learning goals.

Foundational Skills

Written/Oral Communication, Info Literacy (WO) / Take two:

ENG-110	College English I†*	3
ENG-112	College English II†*	3

Experiential Learning (EL)

FP-201	Field Period Orientation	

Wellness (WL) / Take one:

FYE-140	Wellness†*	3

Quantitative/Math Reasoning (QM) / Choose one:

MAT-102	College Algebra†*	3
MAT-103	Elem Probability and Statistics†*	3
MAT-104	Math for Liberal Arts†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4
SS-231	Statistics for Social Science†*	3

Breadth of Knowledge (Group I)

Any combination of 4 credits offered in disciplines generally associated with Keuka's Division of Natural Sciences (egs:Astronomy, Biology, chemistry, environmental science, geology, physics).
Students must take at least one laboratory science course.

	See advisor for course information	
	See advisor for course information	

Breadth of Knowledge (Group II)

Any combination of 9 credits offered in two different disciplines generally associated with Keuka's Division of Basic and Applied Social Science. (egs. Psychology, sociology, political Science, history, anthropology, geography or economics.)

See advisor for course information
See advisor for course information
See advisor for course information

Breadth of Knowledge (Group III)

Any combination of 9 credits offered in two different disciplines generally associated with Keuka's Division of Humanities and Fine Arts (egs. Fine and performing arts, language, Literature, philosophy, religion). Note Fine arts include art, music, dance, and theatre as one discipline.)

See advisor for course information
See advisor for course information
See advisor for course information

Breadth of Knowledge Elective

Complete one additional course (3-4 credits) from any group I, II, or III above or in the Quantitative/mathematical reasoning categories.

See advisor for course information

Interconnectedness (IN)

One INS-301 course is required:

INS-301	Integrative Studies (topic)*	3

Effective Thinking (ET):

This learning goal is met through Foundational Skills and Interconnectedness courses.

Reasoning and Analytical Thinking (RA):

This learning goal is met through written and oral communication.

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

General Education Requirements

Foundational Skills

Written/Oral Communication, Info Literacy (WO) / Take two:

ENG-110	College English I†*	3
ENG-112	College English II†*	3

Experiential Learning (EL) / Take one:

FYE-101	Experiential Learning†*	1

Wellness (WL) / Take one:

FYE-140	Wellness†*	3

Quantitative/Math Reasoning (QM) / Choose one:

MAT-102	College Algebra†*	3

MAT-103	Elem Probability and Statistics†*	3
MAT-104	Math for Liberal Arts†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4
MAT-222	Math Concepts for Education II†*	3
SS-231	Statistics for Social Science†*	3

Breadth of Knowledge

No more than two courses in the same discipline may meet Breadth of Knowledge learning goals.

Community and Society (CS) / Choose one:

ECO-211	Principles of Microeconomics†*	3
POL-120	American Government†*	3
INS-301J	IS: Leadership†*	3
POL-130	State and Local Government†*	3
SOC-101	Introduction to Sociology†*	3

Cultural Contexts: Our cultures (OC) / Choose one:

HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
INS-301B	Integrative Studies: Food and Society†*	3
INS-301M	IS: Culture, Gender, Comm†*	3
INS-301N	IS: Science in Popular Culture†*	3
SOC-101	Introduction to Sociology†*	3
SOC-230	Social Problems†*	3

Cultural Contexts: Cross Cultures (CC) / Choose one:

ENG-207	Lit and Society in Latin America†*	3
HIS-115	Europe and the World†*	3
POL-140	International Relations†*	3
REL-103	Introduction to Religion†*	3
SPA-101	Introduction to Spanish†*	3
SPA-102	Continuing Introduction to Spanish†*	3
SPA-203	Spanish for Communication†*	3
SPA-208	Spanish for the Professions†*	3
INS-301R	IS: Intercultural Studies†*	3
POL-355	Globalization†*	3

Physical/Natural World (PN) / Choose one:

BIO-102	Introduction to the Science of Life†*	4
BIO-202	Human Biology†*	4
BIO-208	Life and the Universe†*	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†*	4
ENG-145	Literature, Nature Place†*	3
ENV-105	Environmental Science†*	4
INS-301L	IS: Environment†*	3
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4
SOC-275	Environmental Sociology†*	3

Self and Individual (SI) / Choose one:

INS-301C	Integrative Studies: Morality/Dil†*	3

INS-301A	Integrative Studies: Creativity†*	3
PHL-101	Introduction to Philosophy†*	3
PHL-115	Ethics†*	3
PSY-101	Introductory Psychology†*	3
PSY-123	Intro Human Development†*	3
REL-103	Introduction to Religion†*	3

CIA: Fine/Performing Arts (FP) / Choose one:

ART-101	Foundations of Art and Design†*	3
ART-125	The Art of Improvisation†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
DAN-101	Introduction to Dance†*	3
DAN-201	Dance, Self, and Culture†*	3
DAN-205	Movement in the Wider World†*	3
MUS-101	Music Appreciation†*	3
MUS-201	American Musical Traditions†*	3
THR-101	Introduction to Theatre and Drama†*	3
THR-170	History of Theatre and Drama†*	3
THR-222	Acting on and Off the Stage Ge†*	3

CIA: Verbal Arts (VA) / Choose one:

ENG-118	Poems, Plays and Prose†*	3
ENG-120	Introduction to Literature†*	3
ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-135	Great Books: Modern Age†*	3
ENG-140	Literature and Film†*	3
ENG-145	Literature, Nature Place†*	3
ENG-207	Lit and Society in Latin America†*	3

Empirical Investigation (EM) / Choose one:

BIO-208	Life and the Universe†*	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†*	4
ENV-105	Environmental Science†*	4
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4
PSY-101	Introductory Psychology†*	3

Ethical Inquiry (EI) / Choose one:

INS-301D	Integrative Studies: Values and Ethics†*	3
INS-301P	IS:The Brain, Neuro-Ethics & Society	3
PHL-101	Introduction to Philosophy†*	3
PHL-115	Ethics†*	3
PHL-215	Environmental Ethics†*	3

Interconnectedness (IN)

One INS-301 course is required:

INS-301	Integrative Studies (topic)*	3

Effective Thinking (ET):

This learning goal is met through Foundational Skills and Interconnectedness courses.

Reasoning and Analytical Thinking (RA):

This learning goal is met through Written and Oral communication, Information Literacy, Quantitative & Mathematical Reasoning, Interconnectedness learning goals and requirements.

Basic and Applied Social Sciences

Basic and Applied Social Sciences is an interdisciplinary division consisting of criminology and criminal justice, history, political science, psychology, sociology, child and family studies, ASAP criminal justice, ASAP Master in Criminal Justice 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 an understanding of the foundations of Western civilization and the principles of democratic citizenship, especially as they relate to the development of governments throughout the world, the interaction between Western and non-Western values, and law and politics in a rapidly changing and interdependent global environment. Students graduate well-prepared for graduate study or law school, as well as employment in areas of public service, historical research, policy analysis, government relations, human rights, political advocacy, and the private sector. Students are given analytical tools and provided in- depth knowledge across the faculty's diverse areas of expertise, which include Europe and the world, East Asian politics and society, early American history and the presidency, American law, politics, and policy, and international relations and globalization. Students are encouraged to participate in the Political Science, History, and Pre-law Club, the Washington Semester program, the New York State Assembly intern program, local, state, or federal internships, academic study abroad, and group Field Periods led by faculty members in the program.

Political Science and History, Bachelor of Arts

POLSCIHIST.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ECO-210	Principles of Macroeconomics†	3
HIS-115	Europe and the World†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
HIS-250	Political and Historical Analysis†	3
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-360	History of New York State†	3
POL-120	American Government†*	3
POL-140	International Relations†*	3
POL-240	Comparative Politics†	3
POL-350	Political Philosophy†	3
POL-440	Research Seminar in Politics & History†	3

Complete nine additional semester credits in political science/history at the 300- or 400-level:

	See advisor for course information
	See advisor for course information
	See advisor for course information

Field Period:

	See advisor for course information
	See advisor for course information

See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Political Science and History

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Physical/Natural World (PN), Ethical Inquiry (EI) or Self and Individual (SI).

One of these distribution areas must include a laboratory science course: Gen Ed: Physical/Natural World (PN) or Empirical Investigation (EM).

Freshman Year 2015-16

Fall

HIS-115	Europe and the World†*	3
POL-120	American Government†*	3
POL-240	Comparative Politics†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1

January

FP-290	Field Period	3

Spring

POL-140	International Relations†*	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Quant/Math Reasoning (QM)	3

Sophomore Year 2016-17

Fall

ECO-210	Principles of Macroeconomics†	3

HIS-120	United States History to 1877†*	3
	Gen Ed: Physical/Natural World (PN)	4
	Major Elective	3
January		
FP-290	Field Period	3
Spring		
HIS-121	US History From 1877-Present†*	3
HIS-250	Political and Historical Analysis†	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Major Elective	3
Junior Year 2017-18		
Fall		
	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Ethical Inquiry (EI)	3
	General Elective	3
	Major Elective	3
January		
FP-290	Field Period	3
Spring		
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-360	History of New York State†	3
	Gen Ed: Self and Individual (SI)	3
POL-350	Political Philosophy†	3
	General Electives	6
Senior Year 2018-19		
Fall		
	General Electives	9
	Liberal Arts Electives	6
January		
FP-290	Field Period	3
Spring		
POL-440	Research Seminar in Politics & History†	3
	General Elective	3
	Liberal Arts Electives	3
	Major Elective	3

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Political Science and History Minor

POLSCI.MIN

Minor Requirements

Complete the following:

POL-250	Political and Historical Analysis†	3

Complete 15 additional credits in Political Science or History:

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

Field Period:

* Students must complete a Field Period in the area of their minor.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Pre-Law Minor

MINOR.PRELAW

Requirements for a Minor in Pre-Law

Through exposure to both classical liberal arts and applied fields of study, including political science, psychology, sociology, and criminal justice, Keuka College's pre-law minor provides the necessary foundation if you wish to pursue law school and law-related careers. This hands-on minor prepares students in writing, critical thinking and reasoning, and offers classes that range from American government to predatory crime and violence.

The courses recommended in the list below are the minimal recommendations: the pre-law adviser will work with students one-on-one to develop a four year curriculum best suited to their interest and goals. In addition, you can complete Field Periods with law offices, district attorneys, public defenders, and organizations in the criminal justice system. Paired with the recommended major in political science and history, you will be well set to enter the next step in your educational career.

Minor Requirements

Complete all of the following:

CRM-101	Introduction to Criminal Justice†	3
POL-120	American Government†*	3
POL-321	Constitutional Law†	3

Complete two of the following:

BUS-202	Business Law	3
CRM-301	Criminal Law†	3
CRM-322	White Collar and Corporate Crime†	3
HIS-250	Political and Historical Analysis†	3
POL-250	Political and Historical Analysis†	3
POL-340	Law, Politics and Society†	3

Field Period:

FP-290	Field Period	3

Field Period experience related to the Legal Profession

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits.
- Complete the minor requirements.
- Achieve a minor GPA of 2.00
- At least 1/3 of the coursework completed at Keuka College

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

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, (p.)” 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 human behavior and development. 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 though 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.

Psychology majors have the option to pursue one of four concentrations within the major. The concentration in Child and Family Studies gives psychology majors an opportunity to study in-depth factors that influence the development of people and families across the lifespan.. The concentration is intended for those who anticipate working with children but not as a classroom teacher as well as for 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 have intellectual 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.

The concentration in mental health provides a foundation for students interested in advanced training in clinical and counseling psychology working with persons with mental disorders. In addition to core psychology courses, students study abnormal psychology and developmental psychopathology as well as taking introductory courses in psychotherapy and assessment. Students have field period experiences in a variety of mental health and related settings.

Psychology, Bachelor of Arts

PSYCH.BA

See General Education Requirements (p.)

Major Requirements

Complete all of the following:

PSY-101	Introductory Psychology†*	3
PSY-227	Social Psychology†	3
PSY-332	Experimental Methodology†	4
PSY-249	Infancy & Early Childhood†	3
PSY-328	Personality Theory and Dynamics†	4
PSY-333	Physiological Psychology†	3
PSY-360	Junior Research Seminar†	3
PSY-426	Systems and Issues in Psychology†	3
PSY-450	Senior Research Seminar†	3
SS-231	Statistics for Social Science†*	3

Complete one of the following:

PSY-238	Adolescent Psychology†	3
PSY-252	Development in Middle Childhood†	3
PSY-251	Psychology of Adulthood and Aging†	3

Complete one of the following:

PSY-325	Learning & Cognitive Processes†	3
PSY-335	Psychology of Motivation†	3

Complete six additional semester credits in psychology:

	See advisor for course information	
	See advisor for course information	

Field Period:

PSY-390	Psychology Field Period/Practicum†	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Psychology with Child and Family Studies, Bachelor of Arts

PSYCH.FCH.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

EDU-105	Introduction to Education†	3
COM-201	Interpersonal and Group Communication†	3
PSY-101	Introductory Psychology†*	3
PSY-227	Social Psychology†	3
PSY-332	Experimental Methodology†	4
PSY-238	Adolescent Psychology†	3
PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
PSY-323	Developmental Psychopathology	3
PSY-328	Personality Theory and Dynamics†	4
PSY-329	Psychological Tests and Measures†	3
PSY-333	Physiological Psychology†	3
PSY-360	Junior Research Seminar†	3
PSY-426	Systems and Issues in Psychology†	3
PSY-450	Senior Research Seminar†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
SS-231	Statistics for Social Science†*	3

Complete one of the following:

SWK-331	Youth Services Delivery System	3
SWK-250	Substance Abuse and Families†	3

Complete one of the following:

PSY-325	Learning & Cognitive Processes†	3
PSY-335	Psychology of Motivation†	3

Complete one of the following:

EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3

Field Period:

PSY-390	Psychology Field Period/Practicum†	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Psychology with a Concentration in Child and Family Studies

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Ethical Inquiry (EI), Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

	Gen Ed: Fine/Performing Arts (FP)	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
PSY-101	Introductory Psychology†*	3

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Verbal Arts (VA)	3
SOC-101	Introduction to Sociology†*	3

Sophomore Year 2016-17

Fall

SS-231	Statistics for Social Science†*	3
PSY-252	Development in Middle Childhood†	3
	Gen Ed: Physical/Natural World (PN)	4
COM-201	Interpersonal and Group Communication†	3
	Gen Ed: Cross Cultures (CC)	3

January

FP-290	Field Period	3

Spring

PSY-227	Social Psychology†	3
PSY-238	Adolescent Psychology†	3
PSY-321	Developmental Psychopathology†	3
SWK-331	Youth Services Delivery System	3

EDU-209	Early Child Perspective in Disabilities†	3
	OR	
EDU-210	Educating Students At Risk†	2
	OR	
EDU-211	Societal Perspectives/Special Education†	3
Junior Year 2017-18		
Fall		
PSY-332	Experimental Methodology†	4
PSY-328	Personality Theory and Dynamics†	4
SOC-344	Sociology of the Family†	3
PSY-249	Infancy & Early Childhood†	3
PSY-426	Systems and Issues in Psychology†	3
January		
FP-290	Field Period	3
Spring		
PSY-360	Junior Research Seminar†	3
PSY-325	Learning & Cognitive Processes†	3
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Ethical Inquiry (EI)	3
PSY-329	Psychological Tests and Measures†	3
Senior Year 2018-19		
Fall		
	Gen Ed: Our Cultures (OC)	3
PSY-333	Physiological Psychology†	3
PSY-450	Senior Research Seminar†	3
	General Electives	4
January		
FP-290	Field Period	3
Spring		
	General Electives	6
PSY-335	Psychology of Motivation†	3

PSY-355: Complete one course.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Psychology with Developmental Disabilities, Bachelor of Arts

PSYCH.DEVDIS.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

DD-398	Practicum Treatment for Dev Disability	3

EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
PSY-101	Introductory Psychology†*	3
PSY-227	Social Psychology†	3
PSY-332	Experimental Methodology†	4
PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
PSY-323	Developmental Psychopathology	3
PSY-328	Personality Theory and Dynamics†	4
PSY-329	Psychological Tests and Measures†	3
PSY-333	Physiological Psychology†	3
PSY-350	Behavior Modification†	3
PSY-360	Junior Research Seminar†	3
PSY-426	Systems and Issues in Psychology†	3
PSY-450	Senior Research Seminar†	3
SS-231	Statistics for Social Science†*	3

Complete one of the following:

PSY-325	Learning & Cognitive Processes†	3
PSY-335	Psychology of Motivation†	3

Field Period:

PSY-390	Psychology Field Period/Practicum†	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Psychology with a Concentration in Developmental Disabilities

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Cross Cultures (CC), Our Cultures (OC) or Self and Individual (SI)

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
PSY-101	Introductory Psychology†*	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3

Sophomore Year 2016-17

Fall

EDU-209	Early Child Perspective in Disabilities†	3
PSY-252	Development in Middle Childhood†	3
	Gen Ed: Physical/Natural World (PN)	4
EDU-211	Societal Perspectives/Special Education†	3
	Elective	3

January

FP-290	Field Period	3

Spring

PSY-227	Social Psychology†	3
PSY-249	Infancy & Early Childhood†	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Cross Cultures (CC)	3
EDU-210	Educating Students At Risk†	2

Junior Year 2017-18

Fall

PSY-332	Experimental Methodology†	4
PSY-328	Personality Theory and Dynamics†	4
PSY-350	Behavior Modification†	3
PSY-426	Systems and Issues in Psychology†	3
	Gen Ed: Our Cultures (OC)	3

January

FP-290	Field Period	3

Spring

PSY-360	Junior Research Seminar†	3
	Gen Ed: Self and Individual (SI)	3
	General Elective	3
PSY-325	Learning & Cognitive Processes†	3

PSY-323	Developmental Psychopathology	3
PSY-329	Psychological Tests and Measures†	3

PSY-335, PSY-325: One of these courses must be completed.

(PSY-329 is a Spring Odd year course)

Senior Year 2018-19

Fall

	Gen Ed: Community and Society (CS)	3
PSY-333	Physiological Psychology†	3
PSY-450	Senior Research Seminar†	3
	General Electives	6

January

FP-290	Field Period	3

Spring

DD-398	Practicum Treatment for Dev Disability	3
	General Electives	6
PSY-335	Psychology of Motivation†	3

PSY-335, PSY-325: One of these courses must be completed.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Psychology with Forensic Psychology, Bachelor of Arts

PSYCH.FORENSIC.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

CRM-101	Introduction to Criminal Justice†	3
CRM-285	Criminology†	3
CRM-301	Criminal Law†	3
POL-321	Constitutional Law†	3
PSY-101	Introductory Psychology†*	3
PSY-227	Social Psychology†	3
PSY-332	Experimental Methodology†	4
PSY-249	Infancy & Early Childhood†	3
PSY-328	Personality Theory and Dynamics†	4
PSY-329	Psychological Tests and Measures†	3
PSY-333	Physiological Psychology†	3
PSY-360	Junior Research Seminar†	3
PSY-426	Systems and Issues in Psychology†	3
PSY-450	Senior Research Seminar†	3
SOC-101	Introduction to Sociology†*	3
SOC-202	Deviance & Social Control†	3
SOC-302	Ethnic Diversity†	3
SS-231	Statistics for Social Science†*	3

Complete one of the following:

CRM-312	Predatory Crime and Violence	3
CRM-323	Juvenile Delinquency†	3
CRM-322	White Collar and Corporate Crime†	3

Complete one of the following:

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

Complete one of the following:

PSY-238	Adolescent Psychology†	3
PSY-252	Development in Middle Childhood†	3
PSY-251	Psychology of Adulthood and Aging†	3

Complete one of the following:

PSY-325	Learning & Cognitive Processes†	3
PSY-335	Psychology of Motivation†	3

Field Period:

PSY-390	Psychology Field Period/Practicum†	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Psychology with a Concentration in Forensic Psychology

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Ethical Inquiry (EI) or Self and Individual (SI).

Freshman Year 2015-16

Fall

CRM-101	Introduction to Criminal Justice†	3
ENG-110	College English I†*	3

FYE-101	Experiential Learning†*	1
PSY-101	Introductory Psychology†*	3
SOC-101	Introduction to Sociology†*	3
January		
FP-290	Field Period	3
Spring		
ENG-112	College English II†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Verbal Arts (VA)	3
SOC-202	Deviance & Social Control†	3
FYE-140	Wellness†*	3
Sophomore Year 2016-17		
Fall		
	Gen Ed: Physical/Natural World (PN)	4
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
	Elective	3
	Gen Ed: Cross Cultures (CC)	3
PSY-328	Personality Theory and Dynamics†	4
January		
FP-290	Field Period	3
Spring		
CRM-312	Predatory Crime and Violence	3
PSY-227	Social Psychology†	3
PSY-249	Infancy & Early Childhood†	3
SS-231	Statistics for Social Science†*	3
PSY-238	Adolescent Psychology†	3
PSY-329	Psychological Tests and Measures†	3
CRM-312, CRM-322 or CRM-323: Complete one course		
PSY-251, PSY-252 or PSY-238: Complete one course		
Junior Year 2017-18		
Fall		
PSY-332	Experimental Methodology†	4
PSY-426	Systems and Issues in Psychology†	3
PSY-252	Development in Middle Childhood†	3
	OR	
PSY-251	Psychology of Adulthood and Aging†	3
PSY-251, PSY-252 or PSY-238: Complete one course		
January		
FP-290	Field Period	3
Spring		
CRM-301	Criminal Law†	3

PSY-360	Junior Research Seminar†	3
POL-321	Constitutional Law†	3
PSY-325	Learning & Cognitive Processes†	3

PSY-325 or PSY-335: Complete one course

Senior Year 2018-19

Fall

CRM-323	Juvenile Delinquency†	3
CRM-322	White Collar and Corporate Crime†	3
PSY-450	Senior Research Seminar†	3
SOC-302	Ethnic Diversity†	3
PSY-333	Physiological Psychology†	3
PSY	Psychology Elective	3

CRM-312, CRM-322, CRM-323: Complete one course

January

FP-290	Field Period	3

Spring

PSY-336	Abnormal Psychology & Psychopathology†	3
PSY-335	Psychology of Motivation†	3
PSY-440	Forensic Psychology†	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Self and Individual (SI)	3

PSY-325 or PSY-335: Complete one course

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Psychology with Mental Health, Bachelor of Arts

PSYCH.MENTAL.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
PSY-101	Introductory Psychology†*	3
PSY-227	Social Psychology†	3
PSY-249	Infancy & Early Childhood†	3
PSY-323	Developmental Psychopathology	3
PSY-328	Personality Theory and Dynamics†	4
PSY-332	Experimental Methodology†	4
PSY-333	Physiological Psychology†	3
PSY-336	Abnormal Psychology & Psychopathology†	3
PSY-350	Behavior Modification†	3
PSY-360	Junior Research Seminar†	3
PSY-426	Systems and Issues in Psychology†	3

PSY-430	Clinical Intervent in Psychology†	4
PSY-436	Advanced Topics in Abnormal Psychology†	3
PSY-450	Senior Research Seminar†	3
SOC-344	Sociology of the Family†	3
SS-231	Statistics for Social Science†*	3
SWK-332	Group Processes†	3
SWK-334	Evaluation Strategies in Human Services	3

Complete one of the following:

PSY-238	Adolescent Psychology†	3
PSY-252	Development in Middle Childhood†	3
PSY-251	Psychology of Adulthood and Aging†	3

Complete one of the following:

PSY-325	Learning & Cognitive Processes†	3
PSY-335	Psychology of Motivation†	3

Complete one of the following:

SWK-250	Substance Abuse and Families†	3
SOC-353	Drugs in American Society†	3

Field Period:

PSY-390	Psychology Field Period/Practicum†	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Psychology Concentration in Mental Health

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
PSY-101	Introductory Psychology†*	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Cross Cultures (CC)	3

Sophomore Year 2016-17

Fall

PSY-252	Development in Middle Childhood†	3
EDU-210	Educating Students At Risk†	2
PSY-336	Abnormal Psychology & Psychopathology†	3
SWK-332	Group Processes†	3

January

FP-290	Field Period	3

Spring

PSY-227	Social Psychology†	3
PSY-249	Infancy & Early Childhood†	3
SS-231	Statistics for Social Science†*	3
EDU-211	Societal Perspectives/Special Education†	3
SOC-344	Sociology of the Family†	3

Junior Year 2017-18

Fall

PSY-332	Experimental Methodology†	4
PSY-328	Personality Theory and Dynamics†	4
PSY-350	Behavior Modification†	3
PSY-426	Systems and Issues in Psychology†	3

January

PSY-390	Psychology Field Period/Practicum†	3

Spring

PSY-360	Junior Research Seminar†	3
PSY-323	Developmental Psychopathology	3
PSY-430	Clinical Intervent in Psychology†	4
	Gen Ed: Self and Individual (SI)	3
PSY-329	Psychological Tests and Measures†	3

Senior Year 2018-19

Fall

PSY-333	Physiological Psychology†	3

PSY-450	Senior Research Seminar†	3
	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Community and Society (CS)	3
January		
FP-390	Prior Experiential Learning Field Period	3
Spring		
PSY-335	Psychology of Motivation†	3
SOC-353	Drugs in American Society†	3
	Gen Ed: Physical/Natural World (PN)	4

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Psychology Minor

MINOR.PSYCH

Minor Requirements

Complete one of the following:

PSY-101	Introductory Psychology†*	3
PSY-123	Intro Human Development†*	3

Complete 6 additional psychology courses, at least 3 at the 300-level or higher: (SS-231 will count)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

Field Period:

* Students must complete a Field Period in the area of their minor.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits.
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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.

Sociology, Bachelor of Arts

Sociology.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Take all of the following:

CMP-120	Introduction to Computer Applications†	3
SOC-100	Sociology First Year Workshop	1
SOC-101	Introduction to Sociology†*	3
SOC-200	Intro to Sociological Theory†	3
SOC-201	Applied Methods	3
SOC-202	Deviance & Social Control†	3
SOC-301	Methods of Social Research†	4
SOC-302	Ethnic Diversity†	3
SS-231	Statistics for Social Science†*	3
SS-402	Sr Seminar in Applied Social Sciences†	3

OPTION 1

SOC-401	Internship in Sociology	12

Complete 3 of the following (9cr):

SOC-230	Social Problems†*	3
SOC-275	Environmental Sociology†*	3
SOC-295	Introductory Topics in Sociology†	3
SOC-303	Victimology†	3
SOC-311	Organized Crime†	3
SOC-322	White Collar and Corporate Crime†	3
SOC-323	Juvenile Delinquency†	3
SOC-344	Sociology of the Family†	3
SOC-346	Family Violence	3
SOC-353	Drugs in American Society†	3
SOC-395	Topics in Criminology	1.00-3.00

SOC-407	Micro Social Theory: Mind,Self Society†	3
SOC-495	Advanced Topics in Sociology†	1.00-3.00

Complete 3 Field Periods (9cr)

See advisor for course information
See advisor for course information
See advisor for course information

OPTION 2

Without SOC-401 Internship

Complete 6 of the following (18cr)

SOC-230	Social Problems†*	3
SOC-275	Environmental Sociology†*	3
SOC-295	Introductory Topics in Sociology†	3
SOC-303	Victimology†	3
SOC-311	Organized Crime†	3
SOC-322	White Collar and Corporate Crime†	3
SOC-323	Juvenile Delinquency†	3
SOC-344	Sociology of the Family†	3
SOC-346	Family Violence	3
SOC-353	Drugs in American Society†	3
SOC-395	Topics in Criminology	1.00-3.00
SOC-407	Micro Social Theory: Mind,Self Society†	3
SOC-495	Advanced Topics in Sociology†	1.00-3.00

Complete 4 Field Periods (12)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

Liberal Arts and Sciences as needed:

See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Sociology – With Senior Internship

Class of 2019

*** One of these distribution areas must include an INS-301 course.

Freshman Year 2015-2016

Fall (13 cr)

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
SOC-101	Introduction to Sociology†*	3
CMP-120	Introduction to Computer Applications†	3
	Gen Ed: (EI or SI)	3

January

FP-290	Field Period	3

Spring (13 cr)

ENG-112	College English II†*	3
SOC-100	Sociology First Year Workshop	1
	Gen Ed: Fine/Performing Arts (FP)	3
SOC-202	Deviance & Social Control†	3
	Major Elective	3

Major Elective: Students are required to take 9 credits in major elective courses.

Sophomore Year 2016-2017

Fall (15 cr)

SS-231	Statistics for Social Science†*	3
FYE-140	Wellness†*	3
SOC-302	Ethnic Diversity†	3
	Minor/General Electives	3
	Gen Ed. (CS or OC)	3

January

FP-290	Field Period	3

Spring (14 cr)

	Gen Ed: ENV-105 Environmental Science [suggested] (EM)	4
SOC-201	Applied Methods	3
SOC-301	Methods of Social Research†	4
	Gen Ed: Cross Cultures (CC)	3

Junior Year 2017-2018

Fall (12 cr)

SOC-200	Intro to Sociological Theory†	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed. (INS-301)	3
	Major Elective	3

Major Elective: Students are required to take 9 credits in major elective courses.

January

FP-290	Field Period	3

Spring (15 cr)

	Major Elective	3
	Minor/General Electives	9
	Gen Ed: (EI or SI)	3

Major Elective: Students are required to take 9 credits in major elective courses.

Senior Year 2018-2019

Fall (12 cr)

SOC-401	Internship in Sociology	12

Spring (15 cr)

SS-402	Sr Seminar in Applied Social Sciences†	3
	Major Elective	3
	Minor/General Electives	9
	Gen Ed. (CS or OC)	3

Major Elective: if needed; Students are required to take 9 credits in major elective courses.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Four Year Sequence Sociology – No Senior Internship

Class of 2019

*** One of these distribution areas must include an INS-301 course.

Freshman Year 2015-2016

Fall (13 cr)

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
SOC-101	Introduction to Sociology†*	3
CMP-120	Introduction to Computer Applications†	3
	Gen Ed: (EI or SI)	3

January

FP-290	Field Period	3

Spring (13 cr)

ENG-112	College English II†*	3
SOC-100	Sociology First Year Workshop	1
	Gen Ed: Fine/Performing Arts (FP)	3
SOC-202	Deviance & Social Control†	3
	Major Elective	3

Major Elective: Students are required to take 6 3-credit hour major elective courses.

Sophomore Year 2016-2017

Fall (15 cr)

SS-231	Statistics for Social Science†*	3
FYE-140	Wellness†*	3
SOC-302	Ethnic Diversity†	3
	Major Elective	3
	Minor/General Electives	3

Major Elective: Students are required to take 6 3-credit hour major elective courses.

January		
FP-290	Field Period	3
Spring (14 cr)		
	Gen Ed: ENV-105 Environmental Science [suggested] (EM)	4
SOC-201	Applied Methods	3
SOC-301	Methods of Social Research†	4
	Gen Ed: Cross Cultures (CC)	3
	Major Elective	3

Major Elective: Students are required to take 6 3-credit hour major elective courses.

Junior Year 2017-2018

Fall (12 cr)		
SOC-200	Intro to Sociological Theory†	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed. (INS-301)	3
	Major Elective(s)	3 or 6

Major Elective: Students are required to take 6 3-credit hour major elective courses.

January		
FP-290	Field Period	3
Spring (15 cr)		
	Minor/General Electives	9
	Gen Ed: (EI or SI)	3
	Major Elective(s)	3 or 6

Major Elective: Students are required to take 6 3-credit hour major elective courses.

Senior Year 2018-2019

Fall (12 cr)		
	Major Elective(s)	3 or 6
	Minor/General Electives	3 or 6
	Gen Ed. (CS or OC)	3

Major Elective: Students are required to take 6 3-credit hour major elective courses.

January		
FP-290	Field Period	3
Spring (15 cr)		
SS-402	Sr Seminar in Applied Social Sciences†	3
	Minor/General Electives	3 or 6
	Gen Ed. (CS or OC)	3
	Major Elective(s)	3 or 6

Major Elective: Students are required to take 6 3-credit hour major elective courses.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Sociology Minor

SOC.MIN

Minor Requirements

Complete all of the following:

SOC-101	Introduction to Sociology†*	3
SOC-200	Intro to Sociological Theory†	3
SOC-201	Applied Methods	3
SOC-302	Ethnic Diversity†	3

Complete two of the following:

SOC-230	Social Problems†*	3
SOC-275	Environmental Sociology†*	3
CRM-275	Environmental Sociology†	3
SOC-301	Methods of Social Research†	4
SOC-344	Sociology of the Family†	3
SOC-346	Family Violence	3
SOC-353	Drugs in American Society†	3
SOC-395	Topics in Criminology	1.00-3.00
SOC-407	Micro Social Theory: Mind,Self Society†	3
SOC-495	Advanced Topics in Sociology†	1.00-3.00

SOC-230, SOC-275, CRM-275: Also fulfills a General Education requirement; Cannot be counted twice in the credit total

SOC-230, SOC-275, CRM-275, SOC-301, SOC-344, SOC-346, SOC-353, SOC-407, SOC-495: Liberal Arts Credit

Field Period:

* Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18-19 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits.
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Criminology and Criminal Justice

The criminology and criminal justice degree program at Keuka College 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 related to crime and criminal justice-related issues, they can solve problems of significance to those working in criminal justice or related fields.

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.

Criminology and Criminal Justice, Bachelor of Science

CRM.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

CMP-120	Introduction to Computer Applications†	3
CRM-100	First Year Workshop	1
CRM-101	Introduction to Criminal Justice†	3
CRM-211	Relations of Law Enforcement†	3
CRM-231	Courts, Prosecution and Defense†	3
CRM-232	Punishment, Treatment and Corrections†	3
CRM-285	Criminology†	3
CRM-301	Criminal Law†	3
POL-321	Constitutional Law†	3
SOC-101	Introduction to Sociology†*	3
SOC-202	Deviance & Social Control†	3
SOC-301	Methods of Social Research†	4
SOC-302	Ethnic Diversity†	3
SS-231	Statistics for Social Science†*	3
SS-402	Sr Seminar in Applied Social Sciences†	3

Complete one of the following:

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

Complete one of the following:

PSY-101	Introductory Psychology†*	3
PSY-123	Intro Human Development†*	3

Field periods: Complete all of the following:

CRM-390	Criminology/Criminal Justice Fld Pd See advisor for course information See advisor for course information	3

Choose one of the following options:

Option A: (21 credits)

CRM-490	Criminology/Criminal Justice Fld Pd	3

Complete 18 additional credits of the following major electives:

CRM-221	Criminal Investigation†	3
CRM-234	Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-275	Environmental Sociology†	3

CRM-295	Introductory Topics in Criminology†	3
CRM-303	Victimology†	3
CRM-311	Organized Crime†	3
CRM-322	White Collar and Corporate Crime†	3
CRM-323	Juvenile Delinquency†	3
SOC-346	Family Violence	3
SOC-353	Drugs in American Society†	3
CRM-395	Intermediate Topics in Criminology†	3

Option B: (21 credits)

CRM-401	Internship Criminology/Crm Justice	12

Complete 9 additional credits of the following major electives:

CRM-221	Criminal Investigation†	3
CRM-234	Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-275	Environmental Sociology†	3
CRM-295	Introductory Topics in Criminology†	3
CRM-303	Victimology†	3
CRM-311	Organized Crime†	3
CRM-322	White Collar and Corporate Crime†	3
CRM-323	Juvenile Delinquency†	3
SOC-346	Family Violence	3
SOC-353	Drugs in American Society†	3
CRM-395	Intermediate Topics in Criminology†	3

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total 120 credits Complete the general education and major req.
- Complete 60 Liberal Arts Credits Complete one INS-301 course
- Achieve a cumulative GPA of 2.00 Complete one laboratory science course
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits

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

Four Year Sequence Criminology and Criminal Justice (WITH Senior Internship)

Class of 2019

Fall 2015 (13 cr)

CRM-101	Introduction to Criminal Justice†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
SOC-101	Introduction to Sociology†*	3
	POL Elective 100-level (POL-120/POL-130) (CS)	3
	OR	

	PSY Elective (PSY-101/PSY-123) (SI)	3
January		
	Field Period	3
Spring 2016 (16 cr)		
CRM-100	First Year Workshop	1
SOC-202	Deviance & Social Control†	3
CRM-231	Courts, Prosecution and Defense†	3
ENG-112	College English II†*	3
	POL Elective 100-level (POL-120/POL-130) (CS)	3
	OR	
	PSY Elective (PSY-101/PSY-123) (SI)	3
CMP-120	Introduction to Computer Applications†	3
	OR	
Major elective(s):		
CRM-234	Juvenile Justice†	3
CRM-275	Environmental Sociology†	3
Fall 2016 (15 cr)		
CRM-285	Criminology†	3
CRM-211	Relations of Law Enforcement†	3
PE-140	Wellness	3
SS-231	Statistics for Social Science†*	3
Major elective(s):		
CRM-221	Criminal Investigation†	3
CRM-323	Juvenile Delinquency†	3
January		
	Field Period	3
Spring 2017 (14 cr)		
SOC-301	Methods of Social Research†	4
	Gen Ed.-ENV-105 Environmental Science w/lab suggested (EM)	4
CRM-232	Punishment, Treatment and Corrections†	3
Major elective(s):		
CRM-255	Criminal Justice Ethics†	3
CRM-303	Victimology†	3
CRM-346	Family Violence†	3
Fall 2017 (15 cr)		
SOC-302	Ethnic Diversity†	3
	Gen Ed: Cross Cultures (CC)	3
	General Elective	3
	Gen Ed: Verbal Arts (VA)	3
Major elective(s):		
CRM-322	White Collar and Corporate Crime†	3
SOC-230	Social Problems†*	3

January		
CRM-390	Criminology/Criminal Justice Fld Pd	3
Spring 2018 (15 cr)		
CRM-301	Criminal Law†	3
	Gen Ed. (INS-301)	3
	Gen Ed. (EI) (PHL-115 suggested)	3
Major elective(s):		
CRM-234	Juvenile Justice†	3
CRM-275	Environmental Sociology†	3
Fall 2018 (12)		
Major elective:		
CRM-401	Internship Criminology/Crm Justice	12

CRM-401 Must obtain approval. Apply at end of fall junior year. Speak with your academic adviser for details.

Spring 2019 (12 cr)		
SS-402	Sr Seminar in Applied Social Sciences†	3
	Gen Ed: Physical/Natural World	3
	Gen Ed: Fine/Performing Arts (FP)	3
POL-321	Constitutional Law†	3
Major elective(s):		
CRM-255	Criminal Justice Ethics†	3
CRM-303	Victimology†	3
CRM-346	Family Violence†	3

*Student must complete **9 credit hours of major electives.**

Four Year Sequence Criminology and Criminal Justice (NO Senior Internship)

Class of 2019

Fall 2015 (13 cr)		
CRM-101	Introduction to Criminal Justice†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
SOC-101	Introduction to Sociology†*	3
	POL Elective 100-level (POL-120/POL-130) (CS)	3
	OR	
	PSY Elective (PSY-101/PSY-123) (SI)	3
January		
	Field Period	3
Spring 2016 (16 cr)		
CRM-100	First Year Workshop	1
SOC-202	Deviance & Social Control†	3
CRM-231	Courts, Prosecution and Defense†	3
ENG-112	College English II†*	3
	POL Elective 100-level (POL-120/POL-130) (CS)	3
	OR	
	PSY Elective (PSY-101/PSY-123) (SI)	3

CMP-120	Introduction to Computer Applications†	3
	OR	
Major elective(s):		
CRM-234	Juvenile Justice†	3
CRM-275	Environmental Sociology†	3
Fall 2016 (15 cr)		
CRM-285	Criminology†	3
CRM-211	Relations of Law Enforcement†	3
PE-140	Wellness	3
SS-231	Statistics for Social Science†*	3
Major elective(s):		
CRM-221	Criminal Investigation†	3
CRM-323	Juvenile Delinquency†	3
January		
	Field Period	3
Spring 2017 (14 cr)		
SOC-301	Methods of Social Research†	4
	Gen Ed.-ENV-105 Environmental Science w/lab suggested (EM)	4
CRM-232	Punishment, Treatment and Corrections†	3
Major elective(s):		
CRM-255	Criminal Justice Ethics†	3
CRM-303	Victimology†	3
CRM-346	Family Violence†	3
Fall 2017 (15 cr)		
SOC-302	Ethnic Diversity†	3
	Gen Ed: Cross Cultures (CC)	3
	General Elective	3
	Gen Ed: Verbal Arts (VA)	3
Major elective(s):		
CRM-322	White Collar and Corporate Crime†	3
SOC-230	Social Problems†*	3
January		
CRM-390	Criminology/Criminal Justice Fld Pd	3
Spring 2018 (15 cr)		
CRM-301	Criminal Law†	3
	Gen Ed. (EI) (PHL-115 suggested)	3
Major elective(s):		
CRM-234	Juvenile Justice†	3
CRM-275	Environmental Sociology†	3
Fall 2018 (12 cr)		
	Gen Ed: Physical/Natural World	3
	Gen Ed. (INS-301)	3

Major elective(s):		
CRM-221	Criminal Investigation†	3
CRM-395	Intermediate Topics in Criminology†	3
CRM-323	Juvenile Delinquency†	3
January		
CRM-490	Criminology/Criminal Justice Fld Pd	3
Spring 2019 (12 cr)		
SS-402	Sr Seminar in Applied Social Sciences†	3
	Major elective (4 of 4)	3
	Gen Ed: Fine/Performing Arts (FP)	3
POL-321	Constitutional Law†	3
Major elective(s):		
CRM-255	Criminal Justice Ethics†	3
CRM-303	Victimology†	3
CRM-346	Family Violence†	3

*Student must complete 18 credit hours of **major electives** (6 of the 3-credit hour major elective courses).

Criminology/Criminal Justice Minor

MINOR.CRMMIN

Minor Requirements

Complete all of the following:		
CRM-101	Introduction to Criminal Justice†	3
CRM-285	Criminology†	3
SOC-101	Introduction to Sociology†*	3
SOC-202	Deviance & Social Control†	3
Complete one of the following Criminal Justice courses:		
CRM-211	Relations of Law Enforcement†	3
CRM-221	Criminal Investigation†	3
CRM-231	Courts, Prosecution and Defense†	3
CRM-232	Punishment, Treatment and Corrections†	3
CRM-234	Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-295	Introductory Topics in Criminology†	3
Complete one of the following Criminology courses:		
CRM-303	Victimology†	3
CRM-311	Organized Crime†	3
CRM-322	White Collar and Corporate Crime†	3
CRM-323	Juvenile Delinquency†	3
CRM-346	Family Violence†	3
SOC-353	Drugs in American Society†	3
CRM-395	Intermediate Topics in Criminology†	3
Complete one additional CRM course:		
	See advisor for course information	
Field Period:		
CRM-390	Criminology/Criminal Justice Fld Pd	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Criminal Justice Systems (ASAP), Bachelor of Science

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 55 credit hours delivered through sequential, integrated courses offered in an accelerated format. The program is delivered in a hybrid model with most courses five weeks in duration and classes meet one evening a week. Students spend additional time outside of class to complete readings, assignments, case studies, online discussions, and group work.

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 expects 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).

See General Education Requirements (p.)

Major Requirements:

All credits from this area count as liberal arts

EXP-300	Foundations for Adult & Exp Learning†	1
CJS-301	Current Issues in Criminal Justice†	3
ENG-300	College Writing for Transfer Students†	4
CJS-315	Deviance and Social Control†	3
CJS-303	Applied Criminology†	3
CJS-305	Criminal Law and Procedure†	3
SOC-302	Ethnic Diversity†	3
POL-321	Constitutional Law†	3
CJS-307	Current Issues in Law Enforcement†	3
ENG-302	Action Research Project I†	3
CJS-309	Current Issues in the U.S. Judiciary†	3
CJS-313	Issues Corrections/Community Corrections†	3
CJS-317	Juvenile Delinquency:Development/Trends†	3
CJS-321	The Investigative Process†	3
CJS-403	White Collar Crime†	3
PSY-336	Abnormal Psychology & Psychopathology†	3
PHL-302	Ethics in Criminal Justice†	3

INS-301I	IS: Crime and Justice†	3
CJS-405	CJ Action Research Project†	4

ENG-302, CJS-405: Grade of C or higher required

Total: 31

General Electives:

- **54 additional credits are required**

Area Required by program:

General Education	10 credits
Major requirements	56 credits
General electives	54 credits

Total 120 credits

**New York State requires 60 liberal arts credits for a Bachelor of Science degree. After completing the major requirements, students have one year to complete all other requirements. This evaluation is intended for use as a pre-admission advisement tool. Current major requirements are available through your student portal. Graduation clearances are completed through the student portal as well. Should you have any questions about your evaluation on the portal, please contact your student advisor.

Criminal Justice, Master of Science

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 12 courses for a total of 35 credit hours delivered in a hybrid, 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.

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

EXP-500	Foundations for Adult & Exp Learning†	1
CRM-530	Admin Issues in CJ Organizations	3
CRM-510	Leadership in Criminal Justice	3
CRM-520	Ethics for Criminal Justice Professional	3
CRM-580	Introduction to Action Research	2
CRM-540	Decision Making for CJ Administrators	3
CRM-550	Human Resource Administration in CJ	3
CRM-560	System-Wide Issues in CJ Administration	3
CRM-570	Legal/Case Law Impacting CJ Administrators	3
CRM-590	Criminal Justice As Public Policy	3
CRM-581	Statistics for Action Research	2
CRM-600	Action Research Project	6

Total credits: 35

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

Child and Family Studies

The child and family studies degree program is based on an interdisciplinary focus investigating the development of children and families. Academic learning is centered on three tenants: 1) A comprehensive understanding of the theories in the field of child and family studies, including lifespan theory from pre-birth through death and family systems theory. 2) An understanding of the challenges facing children and families across social, cultural and, contextual settings. 3) An intensive focus on professional development through Field Work developing research and applied skills centered on promoting strengths, resiliency, and fostering healthy children and families.

Through the exploration of child development, the sociology of parents and families, and influential social and cultural practices, the child and family studies program is a true interdisciplinary major. The degree program strengthens understanding of family functioning and dynamics, and examines ethical questions and issues relating to the family and other social institutions.

Child and family studies students may pursue many occupations working with children and families including early childhood education, social services, mental health agencies, youth programs. Students will also pursue advanced degree programs in social work, psychology, marriage and family therapy, family law, or child and family studies.

Child and Family Studies, Bachelor of Arts

CH.FAM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Take all of the following:

BIO-202	Human Biology†*	4
CFS-123	Intro Human Development†	3
CFS-238	Adolescent Psychology†	3
CFS-249	Infancy & Early Childhood Development†	3
CFS-250	Substance Abuse and Families	3
CFS-251	Psychology of Adulthood and Aging†	3
CFS-252	Development in Middle Childhood†	3
CFS-321	Developmental Psychopathology†	3
CFS-323	Juvenile Delinquency†	3
CFS-344	Sociology of the Family†	3
CFS-346	Family Violence†	3
CFS-420	Child & Family Studies Seminar	3
EDU-105	Introduction to Education†	3
PSY-336	Abnormal Psychology & Psychopathology†	3
SOC-101	Introduction to Sociology†*	3
SOC-302	Ethnic Diversity†	3
SS-231	Statistics for Social Science†*	3

Take one of the following:

PSY-332	Experimental Methodology†	4
SOC-301	Methods of Social Research†	4

Choose one of the following blocks:

Block 1:

EDU-210	Educating Students At Risk†	2

Choose one:

EDU-211	Societal Perspectives/Special Education†	3
EDU-209	Early Child Perspective in Disabilities†	3

Block 2:

EDU-264	Infants and Toddlers	2
EDU-374	Professional/Ldrshp in Early Childhood	3

Field Period:

CFS-290	Field Period in Child & Family Studies	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

Liberal Arts Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Child and Family Studies

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Our Cultures (OC) or Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

	Gen Ed: Fine/Performing Arts (FP)	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
CFS-123	Intro Human Development†	3
	Gen Ed: Our Cultures (OC)	3

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3

ENG-112	College English II†*	3
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Verbal Arts (VA)	3

Sophomore Year 2016-17

Fall

SS-231	Statistics for Social Science†*	3
	Gen Ed: Cross Cultures (CC)	3
CFS-249	Infancy & Early Childhood Development†	3
SOC-302	Ethnic Diversity†	3
EDU-210	Educating Students At Risk†	2

January

FP-290	Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
CFS-252	Development in Middle Childhood†	3
CFS-238	Adolescent Psychology†	3
BIO-202	Human Biology†*	4
	General Elective	3

Junior Year 2017-18

Fall

CFS-251	Psychology of Adulthood and Aging†	3
CFS-344	Sociology of the Family†	3
	Gen Ed: Empirical Investigation (EM)	3
	General Electives	6

January

FP-290	Field Period	3
	OR	
CFS-290	Field Period in Child & Family Studies	3

Spring

CFS-250	Substance Abuse and Families	3
PSY-336	Abnormal Psychology & Psychopathology†	3
PSY-332	Experimental Methodology†	4
	OR	
SOC-310	Methods in Social Research	4
	General Electives	6

Senior Year 2018-19

Fall

CFS-420	Child & Family Studies Seminar	3
CFS-323	Juvenile Delinquency†	3
INS-301	Integrative Studies (topic)*	3
	General Electives	6

January

FP-290	Field Period	3
	OR	

CFS-290	Field Period in Child & Family Studies	3
Spring		
CFS-321	Developmental Psychopathology†	3
CFS-346	Family Violence†	3
	General Electives	6

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

* Complete one course: PSY-325 or PSY-335

Business and Management

Chair: Daniel Robeson, Ph.D.

The mission of Keuka College's Division of Business and Management is clear. We prepare our students for leadership roles that matter.

We focus on those skills and knowledge that will set you apart, while positioning you for success after graduation. Our curriculum combines critical thinking skills, real world experience, and the benefit of teachers with real world know-how.

Speaking of "real world know-how", Field Period™ is Keuka College's method of ensuring you get a chance to give your future career a try, outside of the traditional classroom. Field Period™ is much more than the internships that other schools offer. Not only will you be able to put into practice what you have learned—you'll be creating a network of useful contacts and building a resume while you do it!

What if you want to expand on the skill-set you already have? You're not alone - Keuka College has a Masters of Science with a concentration in International Business degree that would do just that.

The College has special relationships with area graduate schools. This ensures the credits you have already earned will count. Syracuse University, St. John Fisher College, Clarkson University, SUNY Oswego and Niagara University - all allow Keuka College graduates within the Division of Business Management to earn their M.B.A.

If accounting is your degree of choice/ - Keuka College has agreements with SUNY Geneseo, and Syracuse University to achieve that M.S. in Accounting – on a CPA track.

Here's just a sample of what your instruction will include:

- Team-building experiences - business doesn't happen in a vacuum. We'll give you skills that elevate the effectiveness of your interactions with others.
- Projects and activities that strengthen your communication and presentation skills After all, you won't get far in your career if you can't communicate your ideas with others
- Field trips relevant to your field of study—see first-hand how your degree is being used.
- Professionally qualified and experienced faculty who are accessible and invested in your success.
- Small class size - you're never just a number here.
- Guest speakers and guest lecturers who are subject matter experts inject/reinforce real-world applicability into classroom learning.

Management, Bachelor of Science

MGMT.MGMT.BS

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.

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3

BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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 Science†*	3
MIS-301	Enterprise Info Sys & Technology	3

Complete 15 additional Business Management credits (300 Level or above)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

Additional Liberal Arts and Sciences Courses:: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3

See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Physical/Natural World (PN)	4
MKT-220	Principles of Marketing	3

Sophomore Year 2016-17

Fall

ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
MAT-102	College Algebra†*	3
	Gen Ed: Community and Society (CS)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Self and Individual (SI)	3

Junior Year 2017-18

Fall

	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Cross Cultures (CC)	3
	Business Electives	3
MIS-301	Enterprise Info Sys & Technology	3

"Business Elective" includes courses with the following prefix: ACC, BUS, FIN, HRM, MGT, MKT, and SPS

January

FP-290	Field Period	3

	OR	
BUS-290	Field Period in Business	3
Spring		
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Liberal Arts Electives	3
	Business Electives	3
	Business or General Elective	3

"Business Elective" includes courses with the following prefix: ACC, BUS, FIN, HRM, MGT, MKT, and SPS

Senior Year 2018-19

Fall		
BUS-330	Operations and Production Management	3
	Business Electives	3
	Business or General Electives	6

"Business Elective" includes courses with the following prefix: ACC, BUS, FIN, HRM, MGT, MKT, and SPS

January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-444	Strategic Management	3
	Liberal Arts/Free Electives	9
	Business Electives	3

"Business Elective" includes courses with the following prefix: ACC, BUS, FIN, HRM, MGT, MKT, and SPS

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management with Concentration

Students may choose to develop special expertise by concentrating in accounting, international business, human resources management, marketing, entrepreneurship, finance 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.

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.

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.

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.

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 and venues that offer sporting and other large scal events as well as opportunities in sports marketing, communications, and public relations.

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.

Management Concentration in Human Resource Management, Bachelor of Science

MGMT.MGMTHRM.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MIS-301	Enterprise Info Sys & Technology	3
SS-231	Statistics for Social Science†*	3

Complete 15 additional Business Management credits:

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	1.00-3.00
PSY-227	Social Psychology†	3

PSY-328	Personality Theory and Dynamics†	4
PSY-335	Psychology of Motivation†	3
MGT-345	Organizational Behavior†	3
SOC-302	Ethnic Diversity†	3

Must complete:

PSY-101	Introductory Psychology†*	3
SOC-101	Introduction to Sociology†*	3

Additional Liberal Arts and Sciences Courses: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration In Human Resource Management

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Cross Cultures (CC) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Ethical Inquiry (EI)	3

	Gen Ed: Fine/Performing Arts (FP)	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3
Sophomore Year 2016-17		
Fall		
ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
MAT-102	College Algebra†*	3
	Gen Ed: Physical/Natural World (PN)	4
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Self and Individual (SI)	3
Junior Year 2017-18		
Fall		
	Concentration Elective	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Cross Cultures (CC)	3
MIS-301	Enterprise Info Sys & Technology	3
	Liberal Arts/General Electives	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Concentration Elective	6
	Liberal Arts/General Electives	3

Senior Year 2018-19

Fall		
BUS-330	Operations and Production Management	3
	Concentration Elective	6
	Liberal Arts/General Electives	6
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-444	Strategic Management	3
	Liberal Arts/General Electives	9

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management Concentration in Accounting, Bachelor of Science

MGMT.MGMTACCT.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MIS-301	Enterprise Info Sys & Technology	3
SS-231	Statistics for Social Science†*	3

Complete 15 additional Business Management credits:

ACC-201	Intermediate Accounting I	3
ACC-202	Intermediate Accounting II	3
ACC-295	Introductory Topics in Accounting	1.00-3.00
ACC-301	Cost Accounting I	3
ACC-302	Cost Accounting II	3
ACC-351	Advanced Accounting	3
ACC-399	Independent Study	1.00-3.00
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	1.00-3.00
MGT-450	Management Internship	1.00-12.00

Additional Liberal Arts and Sciences Courses: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration In Accounting

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Ethical Inquiry (EI)	3
FYE-140	Wellness†*	3

January

FP-290	Field Period	3

	OR	
BUS-290	Field Period in Business	3
Spring		
CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
MKT-220	Principles of Marketing	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Fine/Performing Arts (FP)	3
Sophomore Year 2016-17		
Fall		
ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
	Gen Ed: Physical/Natural World (PN)	4
MAT-102	College Algebra†*	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Cross Cultures (CC)	3
Junior Year 2017-18		
Fall		
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Concentration Elective	3
	Liberal Arts/General Electives	6
MIS-301	Enterprise Info Sys & Technology	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Concentration Elective	6
	Liberal Arts/General Electives	3
Senior Year 2018-19		
Fall		
BUS-330	Operations and Production Management	3
	Concentration Electives	3-6
	Liberal Arts/General Electives	6

January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-444	Strategic Management	3
	Concentration/Liberal Arts/General Electives	9

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management With Concentration in Entrepreneurship, Bachelor of Science

MGMT.MGMTENT.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MGT-351	Small Business Management	3
MKT-220	Principles of Marketing	3
MIS-301	Enterprise Info Sys & Technology	3
SS-231	Statistics for Social Science†*	3

Concentration Requirements:

MGT-351	Small Business Management	3
BUS-410	Entrepreneurship	3

Accounting: Complete one of the following:

ACC-301	Cost Accounting I	3
ACC-411	Income Tax Accounting I	3
	See advisor for course information	
	See advisor for course information	

Marketing: Complete one of the following:

MKT-320	Public Relations	3
MKT-335	Internet Marketing	3
MKT-360	Retail Marketing	3
MKT-370	Consumer Behavior	3

Communications or Computer: complete one of the following

CMP-335	Webpage Design	3
COM-350	Digital Publishing†	3
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration in Entrepreneurship

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual or Our Cultures

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3

FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3

Sophomore Year 2016-17

Fall

ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
	Gen Ed: Physical/Natural World (PN)	4
MAT-102	College Algebra†*	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Cross Cultures (CC)	3

Junior Year 2017-18

Fall

ACC-301	Cost Accounting I	3
	OR	
ACC-411	Income Tax Accounting I	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Self and Individual (SI)	3
	Liberal Arts/General Electives	3
MIS-301	Enterprise Info Sys & Technology	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Concentration Elective	3
	Liberal Arts/General Electives	3
MGT-351	Small Business Management	3

Senior Year 2018-19

Fall

ACC-411	Income Tax Accounting I	3
	OR	
ACC-301	Cost Accounting I	3
BUS-330	Operations and Production Management	3

COM-350	Digital Publishing†	3
	OR	
COM-340	Web-Based Design†	3
	Liberal Arts Electives	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-410	Entrepreneurship	3
BUS-444	Strategic Management	3
	Concentration Elective	3
	Liberal Arts/General Electives	3-6

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management Concentration in Marketing, Bachelor of Science

MGMT.MGMTMKT.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MIS-301	Enterprise Info Sys & Technology	3
SS-231	Statistics for Social Science†*	3

Concentration Requirements: Complete 15 credits:

MGT-450	Management Internship	1.00-12.00
MKT-331	Principles of Advertising	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	1.00-3.00
MKT-440	Marketing/Sales Management	3

Additional Liberal Arts and Sciences Courses:: (as needed)

	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration in Marketing

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Our Cultures.

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring		
CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3
Sophomore Year 2016-17		
Fall		
ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
	Gen Ed: Physical/Natural World (PN)	4
MAT-102	College Algebra†*	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Concentration Elective	3
Junior Year 2017-18		
Fall		
	Liberal Arts/General Electives	3
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Empirical Investigation (EM)	3
	Concentration Elective	3
MIS-301	Enterprise Info Sys & Technology	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Liberal Arts/General Electives	3
	Concentration Elective	3
	Gen Ed: Self and Individual (SI)	3
Senior Year 2018-19		
Fall		
BUS-330	Operations and Production Management	3
	Liberal Arts/General Electives	9
	Concentration Elective	3
January		
FP-290	Field Period	3

	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-444	Strategic Management	3
	Concentration Elective	3
	Liberal Arts/General Electives	9

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management Concentration in Sports Management, Bachelor of Science

MGMT.MGMTSPT.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MIS-301	Enterprise Info Sys & Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3

Concentration Requirements: See liberal arts section below:

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-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	1.00-3.00
MKT-440	Marketing/Sales Management	3
MKT-495	Advanced Topics in Marketing	1.00-3.00

Additional Liberal Arts and Sciences Courses: (as needed)

	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration in Sports Management

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual (SI) or Our Cultures (CC)

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

CMP-120	Introduction to Computer Applications†	3

ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3

Sophomore Year 2016-17

Fall

ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3
MAT-102	College Algebra†*	3
	Gen Ed: Physical/Natural World (PN)	4

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SPS-100	Introduction to Sports Management	3
SS-231	Statistics for Social Science†*	3

Junior Year 2017-18

Fall

SPS-201	Sports Management I	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3
MIS-301	Enterprise Info Sys & Technology	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
SPS-301	Sports Management II	3
	Concentration Elective	3
	Liberal Arts/General Electives	3

Senior Year 2018-19

Fall

BUS-330	Operations and Production Management	3
SPS-401	Senior Project	3
	Concentration/Liberal Arts/General Electives	9

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

BUS-444	Strategic Management	3
	Liberal Arts/General Electives	6
	Concentration Elective	3

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Management Concentration in International Business, Bachelor of Science

MGMT.MGMTINTBUS.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	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
MIS-301	Enterprise Info Sys & Technology	3
SS-231	Statistics for Social Science†*	3

Concentration Requirements:

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

Choose two of the following:

MGT-353	Business and Government Relations	3
MKT-331	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

Additional Liberal Arts and Sciences Courses: (as needed)

	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Management: Concentration in International Business

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3

Sophomore Year 2016-17

Fall

ACC-101	Acct I: Intro to Financial Accounting	3
BUS-202	Business Law	3
ECO-210	Principles of Macroeconomics†	3

	Gen Ed: Physical/Natural World (PN)	4
MAT-102	College Algebra†*	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
SS-231	Statistics for Social Science†*	3
	Concentration Elective	3
Junior Year 2017-18		
Fall		
BUS-350	International Business	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3
MIS-301	Enterprise Info Sys & Technology	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
	Concentration Electives	3-6
	Liberal Arts/General Electives	3
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
Senior Year 2018-19		
Fall		
BUS-330	Operations and Production Management	3
FIN-315	International Financial Management	3
	Concentration Elective	3
	Liberal Arts Electives	6
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
MKT-340	International Marketing	3
BUS-444	Strategic Management	3
	Concentration Elective	3
	Liberal Arts/General Electives	3-6

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Accounting, Bachelor of Science

MGMT.ACCT.BS

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.

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
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 I	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
MIS-301	Enterprise Info Sys & Technology	3
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	3
CMP-120	Introduction to Computer Applications†	3
COM-123	Public Speaking†	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 Science†*	3

Choose one of the following:

ACC-302	Cost Accounting II	3
ACC-320	Accounting for Non-Profit Organizations	3
ACC-402	Computer Auditing Applications	3
ACC-412	Income Tax Accounting II	3

Choose one of the following:

FIN-313	Financial Institutions	3
FIN-315	International Financial Management	3
FIN-320	Investments	3

Additional Liberal Arts and Sciences Courses::

See advisor for course information

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

Note: courses used to satisfy the above may not also satisfy the core. Liberal Arts and Science credits must total 60 credits.

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Accounting

Class of 2019

One of these distribution areas must include an INS 301 course: Self and Individual (SI), Our Cultures (OC) or Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ACC-101	Acct I: Intro to Financial Accounting	3
BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3
	Gen Ed: Self and Individual (SI)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
CMP-120	Introduction to Computer Applications†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
Sophomore Year 2016-17		
Fall		
ACC-201	Intermediate Accounting I	3
ECO-210	Principles of Macroeconomics†	3
SS-231	Statistics for Social Science†*	3
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Physical/Natural World (PN)	4
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-202	Intermediate Accounting II	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
	Gen Ed: Empirical Investigation (EM)	3-4
MKT-220	Principles of Marketing	3
Junior Year 2017-18		
Fall		
ACC-351	Advanced Accounting	3
ACC-411	Income Tax Accounting I	3
BUS-202	Business Law	3
COM-123	Public Speaking†	3
MIS-301	Enterprise Info Sys & Technology	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Ethical Inquiry (EI)	3
FIN-312	Financial Management	3
	Liberal Arts Electives	3
FIN-313	Financial Institutions	3
FIN-313: Complete one: FIN 313, FIN-315 or FIN-320		
Senior Year 2018-19		
Fall		
ACC-301	Cost Accounting I	3
ACC-401	Auditing	3
FIN-315	International Financial Management	3
BUS-330	Operations and Production Management	3

	Gen Ed: Verbal Arts (VA)	3

FIN-315: Complete one: FIN 313, FIN-315 or FIN-320

January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
BUS-444	Strategic Management	3
FIN-320	Investments	3
	Liberal Arts & Science Course	3
	ACC Elect (ACC-320, ACC-402)	3
	Liberal Arts Electives	3

FIN-320: Complete one: FIN-313, FIN-315 or FIN-320

Liberal Arts & Science Course: As part of 60 hour requirement in the Liberal Arts and Sciences (as dictated by the NYS Department of Education.)

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Marketing, Bachelor of Science

MGMT.MKT.BS

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.

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro 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 Applications†	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
MKT-331	Principles of Advertising	3
MKT-310	Marketing Planning	3
MKT-440	Marketing/Sales Management	3
SS-231	Statistics for Social Science†*	3
MIS-301	Enterprise Info Sys & Technology	3

Choose three of 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	1.00-3.00

Additional Liberal Arts and Sciences Courses:: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

Field Periods: (12 credits needed)

Students must complete at least two field periods in business with the BUS-290 designation.

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Marketing

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3

	Gen Ed: Fine/Performing Arts (FP)	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ENG-112	College English II†*	3
CMP-120	Introduction to Computer Applications†	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
MKT-220	Principles of Marketing	3
Sophomore Year 2016-17		
Fall		
ACC-101	Acct I: Intro to Financial Accounting	3
ECO-210	Principles of Macroeconomics†	3
SS-231	Statistics for Social Science†*	3
MAT-102	College Algebra†*	3
	Gen Ed: Physical/Natural World (PN)	4
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
ACC-102	Acct II: Intro Managerial Accounting	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
BUS-202	Business Law	3
	Gen Ed: Cross Cultures (CC)	3
Junior Year 2017-18		
Fall		
MKT-331	Principles of Advertising	3
	Liberal Arts Electives	3
	Gen Ed: Self and Individual (SI)	3
MIS-301	Enterprise Info Sys & Technology	3
MKT-310	Marketing Planning	3
January		
FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3
Spring		
FIN-312	Financial Management	3
	Gen Ed: Our Cultures (OC)	3
	Liberal Arts Electives	3
	Marketing Elective	3
MKT-440	Marketing/Sales Management	3

Senior Year 2018-19

Fall

	Liberal Arts Electives	3
	Marketing Elective	6
	Gen Ed: Empirical Investigation (EM)	3

January

FP-290	Field Period	3
	OR	
BUS-290	Field Period in Business	3

Spring

BUS-444	Strategic Management	3
	Marketing Elective	3
	Liberal Arts/General Electives	6

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Accounting Minor

MINOR.ACCMIN

Minor Requirements

Complete all of the following:

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

Complete two of the following:

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

Field Period:

Students must complete a Field Period in the area of their minor.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Human Resources Management Minor

MINOR.HRMMIN

Minor Requirements

Complete all of the following:

BUS-101	Introduction to Business and Society	3
HRM-208	Human Resources Management	3
MGT-345	Organizational Behavior†	3
PSY-101	Introductory Psychology†*	3

Complete two of the following:

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-335	Psychology of Motivation†	3

Field Period:

Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18-19 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Management Minor

MINOR.MGMT

Minor Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
ECO-211	Principles of Microeconomics†*	3
HRM-208	Human Resources Management	3
MKT-220	Principles of Marketing	3

Field Period:

Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits

- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Marketing Minor

MINOR.MKTMIN

Minor Requirements

Complete all of the following:

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

Complete four of the following:

MKT-310	Marketing Planning	3
MKT-320	Public Relations	3
MKT-331	Principles of Advertising	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-440	Marketing/Sales Management	3
MKT-495	Advanced Topics in Marketing	1.00-3.00

Field Period:

Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Finance Minor

MINOR.FIN

Minor Requirements

Complete all of the following:

ACC-101	Acct I: Intro to Financial Accounting	3
ACC-102	Acct II: Intro Managerial Accounting	3

ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3

Complete one of the following:

FIN-313	Financial Institutions	3
FIN-315	International Financial Management	3
FIN-320	Investments	3

Field Period:

Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Sports Management Minor

MINOR.SPTMIN

Minor Requirements

Complete all of the following:

BUS-101	Introduction to Business and Society	3
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:

COM-122	Introduction to Communication†	3
COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
MKT-320	Public Relations	3
MKT-335	Internet Marketing	3
MKT-370	Consumer Behavior	3

Field Period:

Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00

- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Organizational Management (ASAP), Bachelor of Science

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 degrees.

The curriculum consists of 58 credit hours delivered through 19 sequential, integrated courses offered in an accelerated format. The program is delivered in a hybrid model with most courses five weeks in duration and classes meet one evening a week. Students spend additional time outside of class to complete readings, assignments, case studies, online discussions, and group work.

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

See General Education Requirements (p.)

Degree Requirements

Keuka College's program in organizational management consists of 19 courses totaling 57 semester hours. Students complete the program as part of a learning cohort of adult students. The organizational Management curriculum is organized into six distinct instructional blocks to enhance student learning in the key areas of the curriculum. All students may be required to present their Capstone Portfolio Project on the Keuka College campus regardless of the location they attend for classes.

Major Course Requirements:

Courses may not always follow this order.

PSY-301	Adult Development and Life Assessment†	3
ENG-300	College Writing for Transfer Students†	4
BUS-301	Introduction to Business Research†	3
BUS-430	Legal, Ethical, Regulatory Business†	3
INS-301	Integrative Studies (topic)*	3
BUS-335	Issues in Management	3
BUS-341	Accounting for Managers	3
ECO-350	Principles of Economic Theory†	3
BUS-355	Managerial Finance	3
ORG-445	Human Resources Management	3
ECO-370	Principles of Sustainability†	3
ORG-435	Systems Approach to Organizational Chg†	3
CMP-350	Management Information Systems	3
BUS-440	Project Management	3
BUS-320	Intro Research and Analysis/Statistics†	4
MKT-365	Marketing Principles in Global Business	3

BUS-490	Business Simulation	3
BUS-450	Strategic Planning	3
EXP-490	Capstone Experiential Portfolio	2

Total Credits 58

**New York State requires 60 liberal arts credits for a Bachelor of Science degree. After completing the major requirements, students have one year to complete all other requirements. This evaluation is intended for use as a pre-admission advisement tool. Current major requirements are available through your student portal. Graduation clearances are completed through the student portal as well. Should you have any questions about your evaluation on the portal, please contact your student advisor.

Management, Master of Science

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 13 courses consisting of 36 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.

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

EXP-500	Foundations for Adult & Exp Learning†	1
MGT-580	Introduction to Research	3
MGT-581	Data Analysis for Research	3
MGT-515	Business Ethics	3
MGT-510	Leadership	4
MGT-560	Business Law	3
MGT-540	Decision-Making for Managers	3
MGT-530	Managerial Economics	4
MGT-520	Managerial Accounting and Finance	3
MGT-550	Marketing for Managers	3
MGT-570	Business Strategy and Industry Analysis	4
MGT-582	Research Project	2

Total credits: 36

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

Education

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 Introduction to Education, 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 content area 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.

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.

Job Placement Information

There were 53 program completers in the 2012-13 academic year. Fourteen students (26%) are employed in education positions and eighteen (34%) are pursuing a master's degree. Of the 11 students with an adolescent education certification, five (45%) are fully employed; seven (64%) are pursuing a master's degree. Of the thirty-six graduates with unified childhood-special education certification, eight (22%) have full- time jobs in education and ten (28%) are pursuing a master's degree. Of the six graduates with unified early childhood- special education certification, one (17%) has a job in education and one (17%) is pursuing a master's degree.

There are fewer 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 2012-13 third-year cohort, the following pass rates were earned: LAST- 98%; ATSW- 100%; Multisubject CST- 100%, Students with Disabilities CST- 91%; Adolescent subject area CSTs- 100%; and Literacy CST (master's level)- 100%. These scores are at or above average scores across the state.

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 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 Education/Special Education with Art, Bachelor of Science

EDECHSPART.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-205	Visual Design†	3
ART-317	Art Education Workshop†	3
ART-385	Aesthetic Theory & Practice†	3
BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Complete two of the following:

ART-215	Drawing I†	3
ART-225	Painting I†	3
CMP-330	Digital Illustration	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period See advisor for course information	3

	See advisor for course information

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with Art Emphasis

Class of 2019

** One of these distribution areas must include an INS-301 course.

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
SOC-101	Introduction to Sociology†*	3
MAT-102	College Algebra†*	3
HIS-120	United States History to 1877†*	3
Subtotal: 16		

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 15		

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
EDU-209	Early Child Perspective in Disabilities†	3

BIO-208	Life and the Universe†*	4
EDU-264	Infants and Toddlers	2
ART-101	Foundations of Art and Design†*	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 17		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-275	Early Language and Literacy	3
	Major Elective	3
ENV-105	Environmental Science†*	4
EDU-372	Assess Early Child Inclusive Settings	3
ART-205	Visual Design†	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 19		

Junior Year 2017-18

Fall

EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
	Major Elective	3
ENG-313	Children's Literature†	3
PSY-249	Infancy & Early Childhood†	3
Subtotal: 16		

Major Elective: Complete two courses: ART-215, ART-225, CMP-265

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-308	Teaching in Inclusive Early Childhood	3
ART-317	Art Education Workshop†	3
POL-355	Globalization†*	3
Subtotal: 12		

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-410	Professional Management Issues	2
SOC-344	Sociology of the Family†	3
	Gen Ed: Verbal Arts (VA)	3
ART-385	Aesthetic Theory & Practice†	3

XXX-101	Foreign Lang [if not exempt]	3
Subtotal: 11-14		
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with American Sign Language, Bachelor of Science

EDECHSPASL.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ASL-112	American Sign Language II†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3

MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Complete one of the following:

ASL-311	American Sign Language V†	3
ASL-265	Introduction to Interpreting	3
ASL-340	ASL in Education	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

See advisor for course information	
See advisor for course information	
See advisor for course information	
See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with American Sign Language Emphasis

Class of 2019

** One of these distribution areas must include an INS-301 course.

Freshman Year 2015-16

Fall

ASL-111	American Sign Language I†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3

POL-140	International Relations†*	3
PSY-123	Intro Human Development†*	3

January

EDU-290	Exploratory Education Field Period	3

EDU-290: Exploratory Field Period

Spring

ASL-110	Introduction to the Deaf Community†	3
ASL-112	American Sign Language II†	3
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3

Sophomore Year 2016-17

Fall

ASL-211	American Sign Language III†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-209	Early Child Perspective in Disabilities†	3
HIS-120	United States History to 1877†*	3
SOC-101	Introduction to Sociology†*	3

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

ASL-212	American Sign Language IV†	3
EDU-275	Early Language and Literacy	3
PSY-249	Infancy & Early Childhood†	3
BIO-208	Life and the Universe†*	4
EDU-372	Assess Early Child Inclusive Settings	3

Junior Year 2017-18

Fall

ASL	ASL Emphasis	3
MAT-221	Mathematical Concepts for Education I†	3
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
SOC-344	Sociology of the Family†	3
	Gen Ed: Fine/Performing Arts (FP)	3

ASL Emphasis: complete ONE Course: ASL-311, ASL-265, or ASL-340

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring		
ASL	ASL Emphasis	3
EDU-374	Professional/Ldrshp in Early Childhood	3
ENV-105	Environmental Science†*	4
	Gen Ed: Verbal Arts (VA)	3
MAT-222	Math Concepts for Education II†*	3

ASL Emphasis: complete ONE Course: ASL-311, ASL-265, or ASL-340

Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-410	Professional Management Issues	2
POL-355	Globalization†*	3
EDU-308	Teaching in Inclusive Early Childhood	3
ENG-313	Children's Literature†	3
	Gen Ed: Ethical Inquiry (EI)	3
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with English, Bachelor of Science

EDECHSPENG.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2

EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3
ENG-220	Ways of Reading†	3
ENG-306	The English Language	3

Complete one of the following writing courses:

ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

Complete one of the following genre courses:

ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3

Complete one of the following historical perspective courses:

ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-130	Great Books: Beginnings†*	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements

- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with English Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical inquiry (EI)

Freshman Year 2015-16

Fall		
EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
PSY-123	Intro Human Development†*	3
FYE-140	Wellness†*	3
MAT-102	College Algebra†*	3
	OR	
MAT-105	Pre-Calculus†*	3
January		
FP-290	Field Period	3
Spring		
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
EDU-210	Educating Students At Risk†	2
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Ethical Inquiry (EI)	3

Sophomore Year 2016-17

Fall		
ENV-105	Environmental Science†*	4
EDU-209	Early Child Perspective in Disabilities†	3
EDU-264	Infants and Toddlers	2
SOC-344	Sociology of the Family†	3
ENG-220	Ways of Reading†	3
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-275	Early Language and Literacy	3
ENG	Emphasis-1	3
BIO-208	Life and the Universe†*	4
EDU-372	Assess Early Child Inclusive Settings	3
MAT-220	Structures of Number System†	3

ENG Emphasis: Refer to the Keuka College Record for specific groups that must be satisfied.

Junior Year 2017-18

Fall

ENG-313	Children's Literature†	3
ENG	Emphasis-2	3
HIS-120	United States History to 1877†*	3
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
ENG-306	The English Language	3

ENG Emphasis: Refer to the Keuka College Record for specific groups that must be satisfied.

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
ENG	Emphasis-3	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
PSY-249	Infancy & Early Childhood†	3

ENG Emphasis: Refer to the Keuka College Record for specific groups that must be satisfied.

Senior Year 2018-19

Fall

EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11

January

FP-290	Field Period	3

Spring

POL-355	Globalization†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Verbal Arts (VA)	3
XXX	Foreign Lang [if not exempt]	3

ENG Emphasis-1:
Choose one –

ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

ENG Emphasis-2:
Choose one –

ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3

ENG Emphasis-3:
Choose one –

ENG-130	Great Books: Beginnings†*	3
ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with Family and Child Studies, Bachelor of Science

EDECHSPFAM.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
PSY-355	Educational Psychology†	3

SOC-101	Introduction to Sociology†*	3
SOC-302	Ethnic Diversity†	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Complete one of the following writing courses:

PSY-328	Personality Theory and Dynamics†	4
PSY-350	Behavior Modification†	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with Family and Child Studies Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
MAT-102	College Algebra†*	3

Subtotal: 13

January		
FP-290	Field Period	3
Spring		
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
SOC-101	Introduction to Sociology†*	3
EDU-210	Educating Students At Risk†	2
	Gen Ed: Verbal Arts (VA)	3
Subtotal: 14		
Sophomore Year 2016-17		
Fall		
EDU-264	Infants and Toddlers	2
BIO-208	Life and the Universe†*	4
HIS-120	United States History to 1877†*	3
XXX	Foreign Lang [if not exempt]	3
EDU-209	Early Child Perspective in Disabilities†	3
PSY-123	Intro Human Development†*	3
Subtotal: 15-18		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
ENV-105	Environmental Science†*	4
EDU-275	Early Language and Literacy	3
PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
EDU-372	Assess Early Child Inclusive Settings	3
Subtotal: 16		
Junior Year 2017-18		
Fall		
MAT-221	Mathematical Concepts for Education I†	3
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
PSY-328	Personality Theory and Dynamics†	4
	OR	
PSY-350	Behavior Modification†	3
SOC-344	Sociology of the Family†	3
Subtotal: 15-16		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	

EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
MAT-222	Math Concepts for Education II†*	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-355	Educational Psychology†	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 15		
Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-410	Professional Management Issues	2
ENG-313	Children's Literature†	3
POL-355	Globalization†*	3
EDU-308	Teaching in Inclusive Early Childhood	3
SOC-302	Ethnic Diversity†	3
Subtotal: 14		
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with Global Studies, Bachelor of Science

EDECHSPGLOB.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3

EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Complete one of the following writing courses:

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

Complete one of the following:

POL-312	Politics of Developing Nations	3
POL-313	Politics of East Asia†	3

Complete two of the following:

HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3
HIS-345	Modern Russia†	3
HIS-343	History of Modern Germany†	3
POL-325	Congress and the Presidency†	3
POL-440	Research Seminar in Politics & History†	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits

- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with Global Studies Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
MAT-102	College Algebra†*	3
Subtotal: 16		

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
EDU-210	Educating Students At Risk†	2
Subtotal: 14		

Sophomore Year 2016-17

Fall

XXX	Foreign Lang [if not exempt]	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-264	Infants and Toddlers	2
BIO-208	Life and the Universe†*	4
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
POL-360	War, Peace and Security†	3
Subtotal: 18		

January

EDU-391	Regular Education Classroom Field Period	3

	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-275	Early Language and Literacy	3
ENV-105	Environmental Science†*	4
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
HIS-360	History of New York State†	3
EDU-372	Assess Early Child Inclusive Settings	3
Subtotal: 16		
Junior Year 2017-18		
Fall		
SOC-344	Sociology of the Family†	3
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
MAT-221	Mathematical Concepts for Education I†	3
	Gen Ed: Verbal Arts (VA)	3
Subtotal: 15		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
PSY-249	Infancy & Early Childhood†	3
EDU-374	Professional/Ldrshp in Early Childhood	3
ENG-313	Children's Literature†	3
HIS/POL	HIS/POL Course *	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 15		
Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-410	Professional Management Issues	2
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
HIS/POL	HIS/POL Course *	3
Subtotal: 14		
January		
FP-290	Field Period	3

Spring		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		
Choose one:*		
POL-312	Politics of Developing Nations	3
	OR	
POL-313	Politics of East Asia†	3
Choose two:		
HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3
HIS-343	History of Modern Germany†	3
HIS-345	Modern Russia†	3
POL-325	Congress and the Presidency†	3
POL-440	Research Seminar in Politics & History†	3

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Early Childhood Education/Special Education with Mathematics, Bachelor of Science

EDECHSPMATH.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4

FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Complete one of the following:

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

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Education with Mathematics Emphasis (Score of 2 on the Placement Exam)

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
SOC-101	Introduction to Sociology†*	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
Subtotal: 16		

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
MAT-102	College Algebra†*	3
EDU-210	Educating Students At Risk†	2
PSY-123	Intro Human Development†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 17		

Sophomore Year 2016-17

Fall

EDU-209	Early Child Perspective in Disabilities†	3
EDU-264	Infants and Toddlers	2
MAT-105	Pre-Calculus†*	3
SOC-344	Sociology of the Family†	3
MAT-221	Mathematical Concepts for Education I†	3
BIO-208	Life and the Universe†*	4
Subtotal: 18		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-275	Early Language and Literacy	3
MAT-106	Calculus I†*	4
EDU-372	Assess Early Child Inclusive Settings	3
MAT-222	Math Concepts for Education II†*	3
ENV-105	Environmental Science†*	4
Subtotal: 17		

Junior Year 2017-18

Fall

EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3

MAT-207	Calculus II†	4
MAT-245	Transition to Abstract Mathematics†	3
XXX	Foreign Lang [if not exempt]	3
PSY-249	Infancy & Early Childhood†	3
Subtotal: 16-19		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
	Major Elective	3
MAT-230	Linear Algebra†	3
Subtotal: 14		

Major Elective: Complete one course: MAT-309, MAT-330, MAT-350, MAT-361 or MAT-405.

Senior Year 2018-19

Fall

EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		
January		
FP-290	Field Period	3
Spring		
ENG-313	Children's Literature†	3
POL-355	Globalization†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 12		

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Four Year Sequence Early Childhood Education with Mathematics Emphasis (Score of 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI)

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
MAT-105	Pre-Calculus†*	3
FYE-140	Wellness†*	3
Subtotal: 13-16		

MAT-105: if not exempt

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
MAT-106	Calculus I†*	4
PSY-123	Intro Human Development†*	3
EDU-210	Educating Students At Risk†	2
Subtotal: 15		

Sophomore Year 2016-17

Fall

EDU-209	Early Child Perspective in Disabilities†	3
EDU-264	Infants and Toddlers	2
MAT-207	Calculus II†	4
XXX	Foreign Lang [if not exempt]	3
MAT-221	Mathematical Concepts for Education I†	3
BIO-208	Life and the Universe†*	4
Subtotal: 18		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-275	Early Language and Literacy	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
EDU-372	Assess Early Child Inclusive Settings	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 16		

Junior Year 2017-18

Fall

EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
MAT-245	Transition to Abstract Mathematics†	3
ENG-313	Children's Literature†	3
SOC-344	Sociology of the Family†	3
Subtotal: 15		

January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-308	Teaching in Inclusive Early Childhood	3
MAT-230	Linear Algebra†	3
ENV-105	Environmental Science†*	4
Subtotal: 15		
Senior Year 2018-19		
Fall		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		
January		
FP-290	Field Period	3
Spring		
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
	Major Elective	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 15		

Major Elective: Complete one course: MAT 309, MAT 330, MAT 350, MAT 361 or MAT 405.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with Spanish, Bachelor of Science

EDECHSPSPA.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3

EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
SOC-344	Sociology of the Family†	3
SPA-101	Introduction to Spanish†*	3
SPA-102	Continuing Introduction to Spanish†*	3
SPA-203	Spanish for Communication†*	3
SPA-208	Spanish for the Professions†*	3
XXX-101	Foreign Language	3

Foreign Language: satisfied by emphasis area

Complete two of the following:

SPA-304	Latin American Short Story	3
SPA-310	US Latino Literature and Culture	3
SPA-311	Culture and Civilization of Latin America	3
SPA-312	Culture and Civilization of Spain	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Early Childhood Curriculum Base with Spanish Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
SPA-101	Introduction to Spanish†*	3
EDU-105	Introduction to Education†	3
Subtotal: 15		

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
SPA-102	Continuing Introduction to Spanish†*	3
EDU-210	Educating Students At Risk†	2
MAT-102	College Algebra†*	3
	OR	
MAT-105	Pre-Calculus†*	3
Subtotal: 14		

Sophomore Year 2016-17

Fall

HIS-120	United States History to 1877†*	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-264	Infants and Toddlers	2
SPA-203	Spanish for Communication†*	3
MAT-221	Mathematical Concepts for Education I†	3
BIO-208	Life and the Universe†*	4
Subtotal: 18		

January

EDU-391	Regular Education Classroom Field Period	3

	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
ENV-105	Environmental Science†*	4
EDU-275	Early Language and Literacy	3
SPA-208	Spanish for the Professions†*	3
PSY-249	Infancy & Early Childhood†	3
EDU-372	Assess Early Child Inclusive Settings	3
Subtotal: 15		
Junior Year 2017-18		
Fall		
POL-355	Globalization†*	3
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
ENG-313	Children's Literature†	3
SPA-311	Culture and Civilization of Latin America	3
Subtotal: 15		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-374	Professional/Ldrshp in Early Childhood	3
SOC-101	Introduction to Sociology†*	3
SPA-310	US Latino Literature and Culture	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 15		
Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-410	Professional Management Issues	2
SOC-344	Sociology of the Family†	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
SPA-304	Latin American Short Story	3
Subtotal: 17		
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1

EDU-456	Student Teaching in Early Childhood And Special Education	11

Subtotal: 12

Choose 2 of the following:

SPA-304	Latin American Short Story	3
SPA-310	US Latino Literature and Culture	3
SPA-311	Culture and Civilization of Latin America	3
SPA-312	Culture and Civilization of Spain	3

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Early Childhood Education/Special Education with Science, Bachelor of Science

EDECHSPSCI.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-210	Educating Students At Risk†	2
EDU-264	Infants and Toddlers	2
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-371	Early Childhood Curriculum	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3

SOC-344	Sociology of the Family†	3

Complete one of the following:

BIO-203	Anatomy and Physiology I	4
BIO-204	Anatomy and Physiology II	4
BIO-234	Cell and Developmental Biology†	4
CHM-206	Organic Chemistry I†	4
PHY-201	General Physics I†*	4

Complete two of the following:

BIO-305	Animal Diversity†	4
BIO-342	Mammalian Anatomy†	4
BIO-324	Invertebrate Zoology†	4
BIO-326	Vertebrate Zoology†	4
CHM-328	Introduction to Physical Chemistry†	4
BIO-360	Limnology†	4
BIO-337	Ecology and Evolution†	4

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

Four Year Sequence Early Childhood Education with Science Emphasis (Score of 2 on Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
HIS-120	United States History to 1877†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3

MAT-102	College Algebra†*	3
CHM-111	General Chemistry I†*	4
Subtotal: 16		
January		
FP-290	Field Period	3
Spring		
EDU-210	Educating Students At Risk†	2
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
CHM-112	General Chemistry II†*	4
Subtotal: 17		
Sophomore Year 2016-17		
Fall		
EDU-264	Infants and Toddlers	2
XXX	Foreign Lang [if not exempt]	3
BIO-208	Life and the Universe†*	4
EDU-209	Early Child Perspective in Disabilities†	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 13-16		
January		
EDU-391	Regular Education Classroom Field Period	3
Spring		
EDU-275	Early Language and Literacy	3
MAT-220	Structures of Number System†	3
PSY-249	Infancy & Early Childhood†	3
EDU-372	Assess Early Child Inclusive Settings	3
ENV-105	Environmental Science†*	4
MAT-222	Math Concepts for Education II†*	3
Subtotal: 19		
Junior Year 2017-18		
Fall		
EDU-371	Early Childhood Curriculum	3
EDU-312	Early Child Literacy & Diverse Learner	3
ENG-313	Children's Literature†	3
SOC-101	Introduction to Sociology†*	3
	Major Elective *	4
Subtotal: 16		
January		
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
	Gen Ed: Verbal Arts (VA)	3
EDU-374	Professional/Ldrshp in Early Childhood	3
POL-355	Globalization†*	3

	Major Elective *	4
	Gen Ed: Fine/Performing Arts (FP)	3

Subtotal: 16

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-410	Professional Management Issues	2
SOC-344	Sociology of the Family†	3
	Gen Ed: Ethical Inquiry (EI)	3
	Major Elective *	4

Subtotal: 51

January

FP-290	Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11

Subtotal: 12

Complete one course:*

BIO-203	Anatomy and Physiology I	4
BIO-204	Anatomy and Physiology II	4
BIO-234	Cell and Developmental Biology†	4
CHM-206	Organic Chemistry I†	4
	OR	
PHY-201	General Physics I†*	4

Complete two courses:

BIO-305	Animal Diversity†	4
BIO-324	Invertebrate Zoology†	4
BIO-326	Vertebrate Zoology†	4
BIO-337	Ecology and Evolution†	4
BIO-342	Mammalian Anatomy†	4
BIO-360	Limnology†	4
	OR	
CHM-328	Introduction to Physical Chemistry†	4

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Four Year Sequence Early Childhood Education with Science Emphasis (Score of 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
FYE-140	Wellness†*	3
MAT-105	Pre-Calculus†*	3
Subtotal: 15		

MAT-105:if not exempt

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
EDU-210	Educating Students At Risk†	2
ENV-105	Environmental Science†*	4
Subtotal: 15		

Sophomore Year 2016-17

Fall

EDU-209	Early Child Perspective in Disabilities†	3
BIO-208	Life and the Universe†*	4
MAT-221	Mathematical Concepts for Education I†	3
XXX	Foreign Lang [if not exempt]	3
EDU-264	Infants and Toddlers	2
CHM-111	General Chemistry I†*	4
Subtotal: 16-19		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-275	Early Language and Literacy	3
PSY-249	Infancy & Early Childhood†	3
SOC-101	Introduction to Sociology†*	3
CHM-112	General Chemistry II†*	4
EDU-372	Assess Early Child Inclusive Settings	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 19		

Junior Year 2017-18

Fall

EDU-308	Teaching in Inclusive Early Childhood	3
SOC-344	Sociology of the Family†	3
EDU-371	Early Childhood Curriculum	3
ENG-313	Children's Literature†	3
EDU-312	Early Child Literacy & Diverse Learner	3
	Major Elective *	4
Subtotal: 15-19		

January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-374	Professional/Ldrshp in Early Childhood	3
EDU-410	Professional Management Issues	2
	Major Elective	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Verbal Arts (VA)	3
Subtotal: 14		
Senior Year 2018-19		
Fall		
EDU-411	Student Teaching Seminar	1
EDU-456	Student Teaching in Early Childhood And Special Education	11
Subtotal: 12		
January		
FP-290	Field Period	3
Spring		
POL-355	Globalization†*	3
	Major Elective *	4
	Major Elective *	4
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 14		
Complete one course:*		
BIO-203	Anatomy and Physiology I	4
BIO-204	Anatomy and Physiology II	4
BIO-234	Cell and Developmental Biology†	4
CHM-206	Organic Chemistry I†	4
	OR	
PHY-201	General Physics I†*	4
Complete two courses:		
BIO-305	Animal Diversity†	4
BIO-324	Invertebrate Zoology†	4
BIO-326	Vertebrate Zoology†	4
BIO-337	Ecology and Evolution†	4
BIO-342	Mammalian Anatomy†	4
BIO-360	Limnology†	4
	OR	
CHM-328	Introduction to Physical Chemistry†	4

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

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 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.

Requirements for Major Childhood Education Courses

Required Courses

Complete all of the following:

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11

Subtotal: 45

Liberal Arts Courses

PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
POL-140	International Relations†*	3
ENV-105	Environmental Science†*	4
XXX-101	Foreign Language	3
	Two 300 Level Field Periods are required	6

Subtotal: 12

FYE-140, HIS-120, POL-140, ENV-105: Meets College core requirement.

Unified Childhood/Special Education with American Sign Language, Bachelor of Science

EDCHSPASL.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ASL-112	American Sign Language II†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
BIO-208	Life and the Universe†*	4
ENV-105	Environmental Science†*	4
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Language	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3

Complete two of the following:

ASL-311	American Sign Language V†	3
AEI-265	Cross-Cultural Trans-Communication	3
EDU-340	ASL in Education	3

Field Period:

Students must complete at least 2 Field Periods in Education: one Field Period for each certification area and one in a school with a minority population, and/or an urban setting, and/or in a high need school district

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with American Sign Language Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ASL-111	American Sign Language I†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
MAT-102	College Algebra†*	3
Subtotal: 16		

January

FP-290	Field Period	3

Spring

ASL-110	Introduction to the Deaf Community†	3
ASL-112	American Sign Language II†	3
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
Subtotal: 15		

Sophomore Year 2016-17

Fall

ASL-211	American Sign Language III†	3
EDU-210	Educating Students At Risk†	2
BIO-208	Life and the Universe†*	4
HIS-120	United States History to 1877†*	3

PSY-252	Development in Middle Childhood†	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 18		

January

FP-290	Field Period	3

Spring

ASL-212	American Sign Language IV†	3
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3
ENV-105	Environmental Science†*	4
Subtotal: 16		

Junior Year 2017-18

Fall

ASL	ASL Emphasis	3
EDU-316	Childhood Literacy & Diverse Learner	3
ENG-313	Children's Literature†	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
Subtotal: 18		

ASL Emphasis: Complete ONE Course: ASL-311, ASL-265, or ASL-340

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

ASL-340	ASL in Education	3
EDU-355	Educational Psychology†	3
	Gen Ed: Community and Society (CS)	3
	Gen Ed: Fine/Performing Arts (FP)	3
ASL	ASL Emphasis	3
Subtotal: 15		

ASL Emphasis: Complete ONE Course: ASL-311, ASL-265, or ASL-340

Senior Year 2018-19

Fall

	Gen Ed: Verbal Arts (VA)	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-307	Philosophical Foundations of Education†	2
EDU-410	Professional Management Issues	2
EDU-308	Teaching in Inclusive Early Childhood	3
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 16		

January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		

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Unified Childhood/Special Education with Art, Bachelor of Science

EDCHSPART.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-205	Visual Design†	3
ART-317	Art Education Workshop†	3
ART-385	Aesthetic Theory & Practice†	3
BIO-208	Life and the Universe†*	4
ENV-105	Environmental Science†*	4
ENG-313	Children's Literature†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Language	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3

EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11

Complete two of the following:

ART-215	Drawing I†	3
ART-225	Painting I†	3
CMP-330	Digital Illustration	3

Field Period:

Students must complete at least 2 Field Periods in Education: one Field Period for each certification area and one in a school with a minority population, and/or an urban setting, and/or in a high need school district

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with Art Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
FYE-140	Wellness†*	3
MAT-102	College Algebra†*	3

Subtotal: 13

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Verbal Arts (VA)	3

Subtotal: 15

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
ART-101	Foundations of Art and Design†*	3
BIO-208	Life and the Universe†*	4
MAT-221	Mathematical Concepts for Education I†	3
XXX-101	Foreign Lang [if not exempt]	3
ENG-313	Children's Literature†	3

Subtotal: 15

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
PSY-252	Development in Middle Childhood†	3
ART-205	Visual Design†	3
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3
ART	ART Emphasis	3

Subtotal: 18

ART Emphasis: Complete two courses: ART-215, ART-225, CMP-265

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
POL-355	Globalization†*	3
ART	ART Emphasis	3

Subtotal: 15

ART Emphasis: Complete two courses: ART-215, ART-225, CMP-265

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	

EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
	Gen Ed: Ethical Inquiry (EI)	3
EDU-316	Childhood Literacy & Diverse Learner	3
ART-317	Art Education Workshop†	3
ENV-105	Environmental Science†*	4
	Gen Ed: Community and Society (CS)	3
Subtotal: 16		
Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-307	Philosophical Foundations of Education†	2
ART-385	Aesthetic Theory & Practice†	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
Subtotal: 13		
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable

Unified Childhood/Special Education with Family and Child Studies, Bachelor of Science

EDCHSPFAM.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3

EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
PSY-328	Personality Theory and Dynamics†	4
	OR	
PSY-350	Behavior Modification†	3
SOC-101	Introduction to Sociology†*	3
SOC-302	Ethnic Diversity†	3
SOC-344	Sociology of the Family†	3
XXX-101	Foreign Language	3

Field Period:

Students must complete at least 2 Field Periods in Education: one Field Period for each certification area and one in a school with a minority population, and/or an urban setting, and/or in a high need school district

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

See advisor for course information	
See advisor for course information	
See advisor for course information	
See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with Family and Child Studies Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
FYE-140	Wellness†*	3
MAT-102	College Algebra†*	3
Subtotal: 16		

January

EDU-290	Exploratory Education Field Period	3

Spring

ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
EDU-210	Educating Students At Risk†	2
PSY-123	Intro Human Development†*	3
SOC-101	Introduction to Sociology†*	3
Subtotal: 14		

Sophomore Year 2016-17

Fall

ENG-313	Children's Literature†	3
BIO-208	Life and the Universe†*	4
SOC-344	Sociology of the Family†	3
XXX	Foreign Lang [if not exempt]	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 16		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
ENV-105	Environmental Science†*	4
PSY-249	Infancy & Early Childhood†	3
MAT-222	Math Concepts for Education II†*	3
EDU-306	Assessment in Inclusive School	3
Subtotal: 16		

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3

PSY-328	Personality Theory and Dynamics†	4
	OR	
PSY-350	Behavior Modification†	3
SOC-302	Ethnic Diversity†	3
Subtotal: 18-19		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
	Gen Ed: Fine/Performing Arts (FP)	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-410	Professional Management Issues	2
PSY-252	Development in Middle Childhood†	3
Subtotal: 14		
Senior Year 2018-19		
Fall		
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		
January		
FP-290	Field Period	3
Spring		
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Verbal Arts (VA)	3
Subtotal: 14		

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Unified Childhood/Special Education with Global Studies, Bachelor of Science

EDCHSPGLOB.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
HIS-360	History of New York State†	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Language	3

Complete one of the following:

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

Complete one of the following:

POL-312	Politics of Developing Nations	3
POL-313	Politics of East Asia†	3

Complete two of the following:

HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3
HIS-345	Modern Russia†	3
HIS-343	History of Modern Germany†	3
POL-325	Congress and the Presidency†	3
POL-440	Research Seminar in Politics & History†	3

Field Period:

Students must complete at least 2 Field Periods in Education: one Field Period for each certification area and one in a school with a minority population, and/or an urban setting, and/or in a high need school district

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	

See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with Global Studies Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
FYE-140	Wellness†*	3
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
MAT-102	College Algebra†*	3
	OR	
MAT-105	Pre-Calculus†*	3

Subtotal: 16

January

EDU-290	Exploratory Education Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3

Subtotal: 12-15

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
BIO-208	Life and the Universe†*	4
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Lang [if not exempt]	3
HIS/POL	Emphasis Course	3
MAT-221	Mathematical Concepts for Education I†	3

Subtotal: 15-18

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

ENV-105	Environmental Science†*	4
EDU-211	Societal Perspectives/Special Education†	3
HIS-360	History of New York State†	3
EDU-306	Assessment in Inclusive School	3
	Gen Ed: Fine/Performing Arts (FP)	3
MAT-222	Math Concepts for Education II†*	3

Subtotal: 19

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
HIS/POL	Emphasis Course	3
ENG-313	Children's Literature†	3

Subtotal: 15

POL/HIS Emphasis Course: Please refer to the catalog for the courses that will satisfy these requirements.

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-355	Educational Psychology†	3
EDU-316	Childhood Literacy & Diverse Learner	3
HIS/POL	Emphasis Course	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Verbal Arts (VA)	3

Subtotal: 15

POL/HIS Emphasis Course: Please refer to the catalog for the courses that will satisfy these requirements.

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-410	Professional Management Issues	2
POL-355	Globalization†*	3
HIS/POL	Emphasis Course	3
Subtotal: 13		

POL/HIS Emphasis Course: Please refer to the catalog for the courses that will satisfy these requirements.

January

FP-290	Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		

POL/HIS Emphasis Courses:

Choose One: POL-312 or POL-313.

Choose Two: HIS-113, HIS-114, HIS-115, HIS-341, HIS-343, HIS-345, POL-325, POL-440

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*Please refer to the catalog for the courses that will satisfy these requirements.

Unified Childhood/Special Education with Mathematics, Bachelor of Science

EDCHSPMATH.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2

EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Language	3

Complete one of the following:

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

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with Mathematics Emphasis (Score of 2 on the

Placement Exam)

Class of 2019

Freshman Year 2015-16

Fall

EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
	Gen Ed: Fine/Performing Arts (FP)	3

Subtotal: 13

January

EDU-290	Exploratory Education Field Period	3

Spring

ENG-112	College English II†*	3
EDU-210	Educating Students At Risk†	2
MAT-102	College Algebra†*	3
FYE-140	Wellness†*	3
PSY-123	Intro Human Development†*	3

Subtotal: 14

Sophomore Year 2016-17

Fall

EDU-211	Societal Perspectives/Special Education†	3
MAT-105	Pre-Calculus†*	3
BIO-208	Life and the Universe†*	4
PSY-252	Development in Middle Childhood†	3
	Gen Ed: Verbal Arts (VA)	3
MAT-221	Mathematical Concepts for Education I†	3

Subtotal: 19

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

ENV-105	Environmental Science†*	4
ENG-313	Children's Literature†	3
MAT-106	Calculus I†*	4
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3

Subtotal: 17

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
MAT-207	Calculus II†	4

MAT-245	Transition to Abstract Mathematics†	3
Subtotal: 16		
January		
EDU-392	Special Education Field Period	3
Spring		
EDU-316	Childhood Literacy & Diverse Learner	3
POL-355	Globalization†*	3
MAT	Math Emphasis Course	3
HIS-121	US History From 1877-Present†*	3
MAT-230	Linear Algebra†	3
XXX	Foreign Lang [if not exempt]	3
Subtotal: 15-18		

Math Emphasis Course: Complete one course: MAT-309, MAT-330, MAT-350, MAT-361 or MAT-405.

Senior Year 2018-19

Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
	Gen Ed: Community and Society (CS)	3
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 16		
January		
FP-290	Field Period	3
Spring		
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		

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Four Year Sequence Childhood Curriculum Base with Mathematics Emphasis (Score of 3 or 4 on the Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall		
EDU-105	Introduction to Education†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-105	Pre-Calculus†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 13		

MAT-105: if not exempt

January

EDU-290	Exploratory Education Field Period	3

Spring

ENG-112	College English II†*	3
ENV-105	Environmental Science†*	4
MAT-106	Calculus I†*	4
EDU-210	Educating Students At Risk†	2
PSY-123	Intro Human Development†*	3

Subtotal: 16

Sophomore Year 2016-17

Fall

MAT-221	Mathematical Concepts for Education I†	3
BIO-208	Life and the Universe†*	4
EDU-211	Societal Perspectives/Special Education†	3
MAT-207	Calculus II†	4
PSY-252	Development in Middle Childhood†	3

Subtotal: 17

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

HIS-121	US History From 1877-Present†*	3
FYE-140	Wellness†*	3
EDU-306	Assessment in Inclusive School	3
ENG-313	Children's Literature†	3
MAT-222	Math Concepts for Education II†*	3

Subtotal: 19

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
MAT-245	Transition to Abstract Mathematics†	3
HIS-120	United States History to 1877†*	3

Subtotal: 15

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-307	Philosophical Foundations of Education†	2
EDU-316	Childhood Literacy & Diverse Learner	3

	Gen Ed: Community and Society (CS)	3
	Major Elective	3
MAT-230	Linear Algebra†	3
	Gen Ed: Verbal Arts (VA)	3

Subtotal: 17

Major Elective: Complete one course: MAT-309, MAT-330, MAT-350, MAT-361 or MAT-405.

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
XXX	Foreign Lang [if not exempt]	3

Subtotal: 14-17

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11

Subtotal: 12

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Unified Childhood/Special Education with Science, Bachelor of Science

EDCHSPSCI.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3

EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-220	Structures of Number System†	3
	OR	
MAT-221	Mathematical Concepts for Education I†	3
	AND	
MAT-222	Math Concepts for Education II†*	3
FYE-140	Wellness†*	3
POL-140	International Relations†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
XXX-101	Foreign Language	3
Complete one of the following:		
MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4
Complete one of the following:		
BIO-203	Anatomy and Physiology I	4
BIO-204	Anatomy and Physiology II	4
BIO-234	Cell and Developmental Biology†	4
CHM-206	Organic Chemistry I†	4
PHY-201	General Physics I†*	4
Complete two of the following:		
BIO-305	Animal Diversity†	4
BIO-324	Invertebrate Zoology†	4
BIO-326	Vertebrate Zoology†	4
BIO-342	Mammalian Anatomy†	4
BIO-337	Ecology and Evolution†	4
CHM-328	Introduction to Physical Chemistry†	4
Field Period:		
EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	
General Electives: (as needed)		
	See advisor for course information	
	See advisor for course information	

	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Education Science Emphasis (Score of 2 on Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI)

Freshman Year 2015-16

Fall

CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3
PSY-123	Intro Human Development†*	3
Subtotal: 14		

January

EDU-290	Exploratory Education Field Period	3

Spring

CHM-112	General Chemistry II†*	4
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
HIS-121	US History From 1877-Present†*	3
Subtotal: 16		

MAT-102 College Algebra is a prerequisite for CHM-112.

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
BIO-208	Life and the Universe†*	4
HIS-120	United States History to 1877†*	3
XXX	Foreign Lang [if not exempt]	3
	Gen Ed: Fine/Performing Arts (FP)	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 15-18		

January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-211	Societal Perspectives/Special Education†	3
PSY-252	Development in Middle Childhood†	3
ENV-105	Environmental Science†*	4
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 16		
Junior Year 2017-18		
Fall		
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
ENG-313	Children's Literature†	3
	Major Elective *	4
Subtotal: 16		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-316	Childhood Literacy & Diverse Learner	3
POL-355	Globalization†*	3
	Gen Ed: Verbal Arts (VA)	3
	Major Elective *	4
	Gen Ed: Community and Society (CS)	3
Subtotal: 16		
Senior Year 2018-19		
Fall		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
	Major Elective *	4
	Gen Ed: Ethical Inquiry (EI)	3
Subtotal: 17		
January		
FP-290	Field Period	3

Spring		
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		
Complete one course:*		
BIO-203	Anatomy and Physiology I	4
BIO-204	Anatomy and Physiology II	4
BIO-234	Cell and Developmental Biology†	4
CHM-206	Organic Chemistry I†	4
	OR	
PHY-201	General Physics I†*	4
Complete two courses:		
BIO-305	Animal Diversity†	4
BIO-324	Invertebrate Zoology†	4
BIO-326	Vertebrate Zoology†	4
BIO-337	Ecology and Evolution†	4
BIO-342	Mammalian Anatomy†	4
	OR	
CHM-328	Introduction to Physical Chemistry†	4

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Unified Childhood/Special Education with Spanish, Bachelor of Science

EDCHSPSPA.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-355	Educational Psychology†	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
ENG-313	Children's Literature†	3
ENV-105	Environmental Science†*	4

HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-220	Structures of Number System†	3
	OR	
MAT-221	Mathematical Concepts for Education I†	3
	AND	
MAT-222	Math Concepts for Education II†*	3
FYE-140	Wellness†*	3
POL-140	International Relations†*	3
	OR	
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-252	Development in Middle Childhood†	3
SPA-101	Introduction to Spanish†*	3
SPA-102	Continuing Introduction to Spanish†*	3
SPA-203	Spanish for Communication†*	3
SPA-208	Spanish for the Professions†*	3
XXX-101	Foreign Language	3

Foreign Language: satisfied by Spanish emphasis

Complete two of the following:

SPA-304	Latin American Short Story	3
SPA-310	US Latino Literature and Culture	3
SPA-311	Culture and Civilization of Latin America	3
SPA-312	Culture and Civilization of Spain	3

Field Period:

Students must complete at least 2 field periods in education: one for each certification area and one in a school with a minority population, and/or urban setting, and/or in a high need school district.

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements

- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Childhood Curriculum Base with Spanish Emphasis

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall		
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
HIS-120	United States History to 1877†*	3
FYE-140	Wellness†*	3
SPA-101	Introduction to Spanish†*	3
MAT-102	College Algebra†*	3
	OR	
MAT-105	Pre-Calculus†*	3
Subtotal: 16		
January		
FP-290	Field Period	3
Spring		
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
HIS-121	US History From 1877-Present†*	3
PSY-123	Intro Human Development†*	3
SPA-102	Continuing Introduction to Spanish†*	3
Subtotal: 15		

Sophomore Year 2016-17

Fall		
EDU-210	Educating Students At Risk†	2
BIO-208	Life and the Universe†*	4
SPA-203	Spanish for Communication†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Fine/Performing Arts (FP)	3
MAT-221	Mathematical Concepts for Education I†	3
Subtotal: 18		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-211	Societal Perspectives/Special Education†	3

ENV-105	Environmental Science†*	4
SPA-208	Spanish for the Professions†*	3
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 16		

Junior Year 2017-18

Fall

EDU-309	Integrated Methods: Childhood	6
EDU-310	Literacy in Inclusive Schools	3
	Gen Ed: Community and Society (CS)	3
SPA-311	Culture and Civilization of Latin America	3
Subtotal: 15		

SPA-311: Choose 2 of the following SPA-304, SPA-310, SPA-311 or SPA-312

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-316	Childhood Literacy & Diverse Learner	3
PSY-252	Development in Middle Childhood†	3
SPA-310	US Latino Literature and Culture	3
ENG-313	Children's Literature†	3
EDU-355	Educational Psychology†	3
Subtotal: 15		

SPA-310: Choose 2 of the following SPA-304, SPA-310, SPA-311 or SPA-312

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-307	Philosophical Foundations of Education†	2
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-410	Professional Management Issues	2
POL-355	Globalization†*	3
	Gen Ed: Ethical Inquiry (EI)	3
SPA-304	Latin American Short Story	3
Subtotal: 16		

SPA-304: Choose 2 of the following SPA-304, SPA-310, SPA-311 or SPA-312

January

FP-290	Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood & Spec Ed	11
Subtotal: 12		

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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 7-12 Education Certification

Required Courses		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
Subtotal: 36		
Liberal Arts Courses		
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-392	Special Education Field Period	3
XXX-101	Foreign Language	3
Subtotal: 12		

PSY-123: Meets College general education requirement.

Adolescent English Education, Bachelor of Arts

ADOLENG.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-220	Ways of Reading†	3
ENG-306	The English Language	3
ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-450	Senior Capstone†	3

Complete three of the following:

ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Complete one of the following:

ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3
ENG-385	Aesthetic Theory and Practice†	3

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
ENG-394	English Field Period See advisor for course information	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent English Education

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Community and Society (CS)	3

Subtotal: 16

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-130	Great Books: Beginnings†*	3
ENG-112	College English II†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
ENG-315	Shakespeare†	3

Subtotal: 18

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
ENG-220	Ways of Reading†	3
	Major Elective	3
ENG	Lit Course	3
ENG-342	History of the Novel†	3
	Gen Ed: Cross Cultures (CC)	3

Subtotal: 17

Major Elective, Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-394	Education Related Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
PSY-238	Adolescent Psychology†	3
	Gen Ed: Physical/Natural World (PN)	4
ENG	Lit Course	3
EDU-306	Assessment in Inclusive School	3

Subtotal: 16

Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

Junior Year 2017-18

Fall

EDU-357	Adolescent Literacy I	3
ENG	Lit Course	3
EDU-321	Adolescent Integrative Methods/Classroom	4
ENG-306	The English Language	3
	Major Elective	3
ENG-340	Poetry†	3

Subtotal: 19

Major Elective: Complete one course: ENG-316, ENG-320, ENG-385

Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-394	Education Related Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
EDU-307	Philosophical Foundations of Education†	2
ENG	Lit Course	3
	Gen Ed: Our Cultures (OC)	3
	Major Elective	3

Subtotal: 16

Major Elective: Complete one course: COM-320, COM-321, ENG-218 or ENG-319

Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

Senior Year 2018-19

Fall

EDU-411	Student Teaching Seminar	1

EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		
January		
ENG-394	English Field Period	3
Spring		
EDU-355	Educational Psychology†	3
ENG-450	Senior Capstone†	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Empirical Investigation (EM)	3-4
XXX-101	Foreign Lang [if not exempt]	3
	Major Elective	3
Subtotal: 15-16		

Major Elective: Complete one course: COM-320, COM-321, ENG-218 or ENG-319

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Adolescent Biology Education, Bachelor of Arts

EDADOLBIO.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-136	Organisms and 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-310	General Biochemistry†	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2

EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
XXX-101	Foreign Language	3

Complete one of the following (3-4 credits):

MAT-106	Calculus I†*	4
BIO-380	Biostatistics†	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Biology Content Specialist

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed:Our Cultures (OC).

Freshman Year 2015-16

Fall

MAT-102	College Algebra†*	3
BIO-136	Organisms and Environment†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1

Subtotal: 15

January

FP-290	Field Period	3

Spring		
BIO-135	Cells and Organisms†	4
CHM-112	General Chemistry II†*	4
EDU-210	Educating Students At Risk†	2
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
Subtotal: 19		
Sophomore Year 2016-17		
Fall		
CHM-206	Organic Chemistry I†	4
BIO-234	Cell and Developmental Biology†	4
PSY-123	Intro Human Development†*	3
EDU-211	Societal Perspectives/Special Education†	3
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 17		
January		
EDU-391	Regular Education Classroom Field Period	3
Spring		
BIO-207	Microbiology†	4
CHM-207	Organic Chemistry II†	4
PSY-238	Adolescent Psychology†	3
EDU-306	Assessment in Inclusive School	3
	Gen Ed: Cross Cultures (POL) (CC)	3
Subtotal: 17		
Junior Year 2017-18		
Fall		
BIO-370	Botany†	4
CHM-310	General Biochemistry†	4
CHM-390	Junior Seminar in Natural Science†	3
EDU-357	Adolescent Literacy I	3
EDU-321	Adolescent Integrative Methods/Classroom	4
Subtotal: 18		
January		
EDU-391	Regular Education Classroom Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
	Gen Ed: Verbal Arts (VA)	3
EDU-358	Adolescent Literacy II	3
BIO-380	Biostatistics†	3
	OR	
MAT-106	Calculus I†*	4
EDU-355	Educational Psychology†	3
XXX-101	Foreign Lang [if not exempt]	3
Subtotal: 15-18		

Senior Year 2018-19

Fall

INS-301D	Integrative Studies: Values and Ethics†*	3
EDU-410	Professional Management Issues	2
EDU-307	Philosophical Foundations of Education†	2
BIO-318	Genetics†	4
	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Community and Society (POL) (CS)	3

Subtotal: 17

January

FP-290	Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11

Subtotal: 12

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Adolescent Chemistry Education, Bachelor of Arts

EDADOLCHEM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

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
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3

EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
XXX-101	Foreign Language	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Chemistry Content Specialist

Class of 2019

Math Placement Score of 3 or 4

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

MAT-105	Pre-Calculus†*	3
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3

Subtotal: 14

January

FP-290	Field Period	3

Spring		
MAT-106	Calculus I†*	4
CHM-112	General Chemistry II†*	4
EDU-210	Educating Students At Risk†	2
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
Subtotal: 16		
Sophomore Year 2016-17		
Fall		
CHM-206	Organic Chemistry I†	4
MAT-207	Calculus II†	4
PSY-123	Intro Human Development†*	3
	Gen Ed: Ethical Inquiry (EI)	3
PHY-201	General Physics I†*	4
Subtotal: 18		
January		
EDU-391	Regular Education Classroom Field Period	3
Spring		
CHM-207	Organic Chemistry II†	4
PSY-238	Adolescent Psychology†	3
PHY-202	General Physics II†*	4
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
Subtotal: 17		
Junior Year 2017-18		
Fall		
CHM-310	General Biochemistry†	4
CHM-390	Junior Seminar in Natural Science†	3
EDU-357	Adolescent Literacy I	3
EDU-321	Adolescent Integrative Methods/Classroom	4
	Gen Ed: Fine/Performing Arts (FP)	3
Subtotal: 17		
January		
EDU-391	Regular Education Classroom Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
	Gen Ed: Verbal Arts (VA)	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
	Gen Ed: Cross Cultures (CC)	3
CHM-328	Introduction to Physical Chemistry†	4
XXX-101	Foreign Lang [if not exempt]	3
Subtotal: 15-18		
Senior Year 2018-19		
Fall		
EDU-411	Student Teaching Seminar	1

EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		
January		
FP-290	Field Period	3
Spring		
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
	Gen Ed: Our Cultures (OC)	3
CHM-320	Advanced Biochemistry†	4
CHM-315	Analytical Chemistry†	4
	Gen Ed: Community and Society (CS)	3
Subtotal: 19		

+ 1 ENG course

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Adolescent Math, Bachelor of Science

EDADOLMAT.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
MAT-103	Elem 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†	3
MAT-321	Differential Equations†	3

MAT-350	Foundations of Geometry†	3
MAT-405	Senior Seminar†	3
PHY-201	General Physics I†*	4

Complete one of the following:

MAT-330	Abstract Algebra†	3
MAT-361	Real Analysis†	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Math Education

Class of 2019

** One of these distribution areas must include an INS 301 course.

Freshman Year 2015-16

Fall 15

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
MAT-105	Pre-Calculus†*	3
PSY-123	Intro Human Development†*	3
ENG-125	Literature in the Wider World†*	3
XXX-101	Foreign Lang [if not exempt]	3
Subtotal: 16-19		

January

FP-290	Field Period	3

Spring 16

EDU-210	Educating Students At Risk†	2
MAT-106	Calculus I†*	4
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Cross Cultures (POL, HIS) (CC)	3

Subtotal: 15

Sophomore Year 2016-17

Fall 16

MAT-207	Calculus II†	4
MAT-245	Transition to Abstract Mathematics†	3
PHY-201	General Physics I†*	4
MAT-103	Elem Probability and Statistics†*	3
	Major Elective	3

Subtotal: 17

Major Elective: Choose one: MAT-330 Abstract Algebra (EF) (3) or MAT-361 Real Analysis (3)

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-394	Education Related Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring 17

EDU-211	Societal Perspectives/Special Education†	3
PSY-238	Adolescent Psychology†	3
EDU-306	Assessment in Inclusive School	3
	Gen Ed: Physical/Natural World (BIO, CH, PHY) (PN)	4
MAT-210	Calculus III†	4

Subtotal: 18

Junior Year 2017-18

Fall 17

EDU-357	Adolescent Literacy I	3
	Gen Ed: Fine Arts	3
EDU-321	Adolescent Integrative Methods/Classroom	4
MAT-321	Differential Equations†	3
	Gen Ed: Community and Society (CS)	3
EDU-307	Philosophical Foundations of Education†	2

Subtotal: 18

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring 18

EDU-002	Mandated Reporting Workshop
EDU-003	Violence Prevention Workshop

	Gen Ed: Our Cultures (HIS)(OC)	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
MAT-350	Foundations of Geometry†	3
EDU-355	Educational Psychology†	3
Subtotal: 14		

Senior Year 2018-19

Fall 18

EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring 19

INS-301D	Integrative Studies: Values and Ethics†*	3
	Gen Ed: Empirical Investigation (BIO, CH, PHY) (EM)	3-4
ENG-313	Children's Literature†	3
MAT-309	Probability†	3
MAT-230	Linear Algebra†	3
MAT-405	Senior Seminar†	3
Subtotal: 18-19		

For Dual Certification in Special Ed: add EDU 373 Teaching in Incl Second Sch (3) in SP17

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Adolescent Social Studies, Bachelor of Science

EDADOLSS.BS

See General Education Requirements (p.)

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
ENV-105	Environmental Science†*	4
ENG-125	Literature in the Wider World†*	3
ENG-313	Children's Literature†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-457	Student Tchg: Adolescent Gen Spec Educ	11
HIS-114	Western Civilization II†*	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3

Complete one of the following:

HIS-343	History of Modern Germany†	3
HIS-345	Modern Russia†	3

Complete one of the following:

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

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Adolescent 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). Candidates must also successfully complete an additional special education course (EDU 373) and a Special Education Field Period (EDU 392).This will require additional planning and advisement to ensure these requirements are met.

Adolescent English Education with Special Ed., Bachelor of Arts

ADOLENGSP.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching: Adolescent & Spec Ed	11
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-220	Ways of Reading†	3
ENG-306	The English Language	3
ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-450	Senior Capstone†	3

Complete three of the following:

ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Complete one of the following:

ENG-316	Selected Authors†	3

ENG-320	Selected Topics in Literature†	3
ENG-385	Aesthetic Theory and Practice†	3

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
ENG-394	English Field Period	3
	See advisor for course information	

Students MUST also have the following (which may count in General Education):

2 History Courses:

HIS
HIS

2 Math Courses:

MAT
MAT

2 Lab Science Courses:

See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent English Education with Special Ed.

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Community and Society (CS)	3

Subtotal: 16

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-130	Great Books: Beginnings†*	3
ENG-112	College English II†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
ENG-315	Shakespeare†	3

Subtotal: 18

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
ENG-220	Ways of Reading†	3
	Major Elective	3
ENG-342	History of the Novel†	3
	Gen Ed: Cross Cultures (CC)	4
MAT-221	Mathematical Concepts for Education I†	3

Subtotal: 18

Major Elective: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-394	Education Related Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
PSY-238	Adolescent Psychology†	3
	Gen Ed: Physical/Natural World (PN)	4
ENG	Lit Course	3
EDU-306	Assessment in Inclusive School	3

Subtotal: 16

Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

Junior Year 2017-18

Fall

EDU-357	Adolescent Literacy I	3
ENG	Lit Course	3
EDU-321	Adolescent Integrative Methods/Classroom	4
ENG-306	The English Language	3
	Major Elective	3
ENG-340	Poetry†	3

Subtotal: 19

Lit Course: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

Major Elective: Complete one course: ENG-316, ENG-320, ENG-385

January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
ENG	Lit Course	3
	Gen Ed: Our Cultures (OC)	3
	Major Elective	3
EDU-373	Teaching in Inclusive Secondary Schools	3
Subtotal: 17		

Lit Course, Major Elective: Complete three courses: ENG-223, ENG-224, ENG-231, or ENG-232

Senior Year 2018-19		
Fall		
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		
January		
ENG-394	English Field Period	3
Spring		
EDU-355	Educational Psychology†	3
ENG-450	Senior Capstone†	3
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Empirical Investigation (EM)	3-4
EDU-307	Philosophical Foundations of Education†	2
XXX-101	Foreign Lang [if not exempt]	3
	Major Elective	3
Subtotal: 17-19		

Major Elective: Complete one course: COM-320, COM-321, ENG-218 or ENG-319

For Dual Certification in Special Education add EDU-373 Teaching in Inclusive Secondary Schools

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Adolescent Math with Special Ed., Bachelor of Science

EDADOLMATSP.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
MAT-103	Elem 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†	3
MAT-321	Differential Equations†	3
MAT-350	Foundations of Geometry†	3
MAT-405	Senior Seminar†	3
PHY-201	General Physics I†*	4

Complete one of the following:

MAT-330	Abstract Algebra†	3
MAT-361	Real Analysis†	3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits

- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Math Education with Special Ed.

Class of 2019

** One of these distribution areas must include an INS 301 course.

Freshman Year 2015-16

Fall 15

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
MAT-105	Pre-Calculus†*	3
PSY-123	Intro Human Development†*	3
ENG-125	Literature in the Wider World†*	3
XXX-101	Foreign Lang [if not exempt]	3
Subtotal: 16-19		

January

FP-290	Field Period	3

Spring 16

EDU-210	Educating Students At Risk†	2
MAT-106	Calculus I†*	4
EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Cross Cultures (POL, HIS) (CC)	3
Subtotal: 15		

Sophomore Year 2016-17

Fall 16

MAT-207	Calculus II†	4
MAT-245	Transition to Abstract Mathematics†	3
PHY-201	General Physics I†*	4
MAT-103	Elem Probability and Statistics†*	3
	Major Elective	3
Subtotal: 17		

Major Elective: Choose one: MAT-330 Abstract Algebra (EF) (3) or MAT-361 Real Analysis (3)

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3

Spring 17

EDU-211	Societal Perspectives/Special Education†	3
PSY-238	Adolescent Psychology†	3
EDU-306	Assessment in Inclusive School	3
	Gen Ed: Physical/Natural World (BIO, CH, PHY) (PN)	4

MAT-210	Calculus III†	4
Subtotal: 18		

Junior Year 2017-18

Fall 17

EDU-357	Adolescent Literacy I	3
	Gen Ed: Fine Arts	3
EDU-321	Adolescent Integrative Methods/Classroom	4
MAT-321	Differential Equations†	3
	Gen Ed: Community and Society (CS)	3
EDU-307	Philosophical Foundations of Education†	2
Subtotal: 18		

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3

Spring 18

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
	Gen Ed: Our Cultures (HIS)(OC)	3
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
MAT-350	Foundations of Geometry†	3
EDU-355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Secondary Schools	3
Subtotal: 17		

Senior Year 2018-19

Fall 18

EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		

January

FP-290	Field Period	3

Spring 19

INS-301D	Integrative Studies: Values and Ethics†*	3
	Gen Ed: Empirical Investigation (BIO, CH, PHY) (EM)	3-4
ENG-313	Children's Literature†	3
MAT-309	Probability†	3
MAT-230	Linear Algebra†	3
MAT-405	Senior Seminar†	3
Subtotal: 18-19		

For Dual Certification in Special Ed: add EDU-373 Teaching in Incl Second Sch (3) in SP17

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Adolescent Social Studies with Special Ed., Bachelor of Science

ADOLSSSP.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
ENV-105	Environmental Science†*	4
ENG-125	Literature in the Wider World†*	3
ENG-313	Children's Literature†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching: Adolescent & Spec Ed	11
HIS-114	Western Civilization II†*	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3

Complete one of the following:

HIS-343	History of Modern Germany†	3
HIS-345	Modern Russia†	3

Complete one of the following:

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

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period See advisor for course information	3

See advisor for course information

Students MUST also have the following (which may count in General Education):

2 History Courses:

HIS
HIS

2 Math Courses:

MAT
MAT

2 Lab Science Courses:

See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Social Studies Education with Special Ed.

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI).

Freshman Year 2015-16

Fall		
ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
	Gen Ed: Quant/Math Reasoning (QM)	3
HIS-115	Europe and the World†*	3
Subtotal: 16		
January		
FP-290	Field Period	3
Spring		
EDU-105	Introduction to Education†	3
HIS-114	Western Civilization II†*	3
ENG-112	College English II†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Fine/Performing Arts (FP)	3

Subtotal: 15

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
ECO-210	Principles of Macroeconomics†	3
XXX-101	Foreign Lang [if not exempt]	3
ENG-313	Children's Literature†	3
MAT-221	Mathematical Concepts for Education I†	3
HIS-343	History of Modern Germany†	3
	OR	
HIS-345	Modern Russia†	3

Subtotal: 13-16

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-394	Education Related Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

EDU-211	Societal Perspectives/Special Education†	3
ECO-211	Principles of Microeconomics†*	3
PSY-238	Adolescent Psychology†	3
EDU-306	Assessment in Inclusive School	3
	Gen Ed: Empirical Investigation (EM)	3-4
HIS-341	United States in World Affairs†	3

Subtotal: 18-19

Junior Year 2016-17

Fall

EDU-357	Adolescent Literacy I	3
EDU-321	Adolescent Integrative Methods/Classroom	4
HIS-120	United States History to 1877†*	3
HIS-343	History of Modern Germany†	3
	OR	
HIS-345	Modern Russia†	3
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3

Subtotal: 13-16

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring		
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-358	Adolescent Literacy II	3
EDU-410	Professional Management Issues	2
HIS-121	US History From 1877-Present†*	3
	Gen Ed: Physical/Natural World (PN)	4
HIS-350	America in the Founding Era, 1750-1815†	3
EDU-373	Teaching in Inclusive Secondary Schools	3
Subtotal: 18		
Senior Year 2017-18		
Fall		
EDU-411	Student Teaching Seminar	1
EDU-452	Student Teaching Adolescent Education	11
Subtotal: 12		
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
EDU-307	Philosophical Foundations of Education†	2
	Gen Ed: Ethical Inquiry (EI)	3
POL-440	Research Seminar in Politics & History†	3
POL-355	Globalization†*	3
EDU-355	Educational Psychology†	3
MAT-222	Math Concepts for Education II†*	3
Subtotal: 17		

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

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.

Adolescent Generalist with English/Language Arts, Bachelor of Science

EDADOLGENENG.BS

See General Education Requirements (p.)

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
ENV-105	Environmental Science†*	4
ENG-125	Literature in the Wider World†*	3
ENG-313	Children's Literature†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
	OR	
HIS-121	US History From 1877-Present†*	3
HIS-360	History of New York State†	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-343	Educating Students W/Severe Disabilities	3
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-383	Collaborative Transition/Disabilities	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-457	Student Tchg: Adolescent Gen Spec Educ	11
ENG-220	Ways of Reading†	3
ENG-306	The English Language	3

Complete one of the following:

ENG-130	Great Books: Beginnings†*	3
ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3

ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Complete one of the following:

ENG-270C	History of Theatre and Drama	3
ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-376	Special Topics in Theatre/Drama†	3
THR-376	Special Topics in Theatre and Drama†	3

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

Field Period:

EDU-392	Special Education Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete one INS-301 course
- Complete one laboratory science course
- Complete the general education and major requirements

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

Adolescent Generalist with Social Studies, Bachelor of Science

EDADOLSS.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-208	Life and the Universe†*	4
ENV-105	Environmental Science†*	4

ENG-125	Literature in the Wider World†*	3
ENG-313	Children's Literature†	3
FYE-140	Wellness†*	3
HIS-120	United States History to 1877†*	3
	OR	
HIS-121	US History From 1877-Present†*	3
HIS-360	History of New York State†	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Math Concepts for Education II†*	3
POL-355	Globalization†*	3
PSY-123	Intro Human Development†*	3
PSY-238	Adolescent Psychology†	3
EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-306	Assessment in Inclusive School	3
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-343	Educating Students W/Severe Disabilities	3
EDU-355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-383	Collaborative Transition/Disabilities	3
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-457	Student Tchg: Adolescent Gen Spec Educ	11
HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3

Complete one of the following:

HIS-343	History of Modern Germany†	3
HIS-345	Modern Russia†	3

Field Period:

EDU-392	Special Education Field Period	3
EDU-392	Special Education Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits

- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Adolescent Generalist Special Education (7-12)

Class of 2019

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
EDU-105	Introduction to Education†	3
HIS-120	United States History to 1877†*	3
ENG-125	Literature in the Wider World†*	3
FYE-140	Wellness†*	3

Subtotal: 16

Choose one: HIS-120 or HIS-121

January

EDU-290	Exploratory Education Field Period	3

Spring

ENG-112	College English II†*	3
EDU-210	Educating Students At Risk†	2
	Gen Ed: Math course (QR)	3
POL-355	Globalization†*	3
HIS-121	US History From 1877-Present†*	3

Subtotal: 14

Choose one: HIS-120 or HIS-121

Sophomore Year 2016-17

Fall

PSY-123	Intro Human Development†*	3
BIO-208	Life and the Universe†*	4
EDU-211	Societal Perspectives/Special Education†	3
	Emphasis Area course #1	3
XXX	Foreign Lang [if not exempt]	3
MAT-221	Mathematical Concepts for Education I†	3

Subtotal: 16-19

January

EDU-392	Special Education Field Period	3
	OR	
FP-290	Field Period	3

Spring

PSY-238	Adolescent Psychology†	3
ENV-105	Environmental Science†*	4
	Emphasis Area course #2	3
EDU-306	Assessment in Inclusive School	3
MAT-222	Math Concepts for Education II†*	3

Subtotal: 16

Junior Year 2017-18

Fall

EDU-357	Adolescent Literacy I	3
EDU-321	Adolescent Integrative Methods/Classroom	4
EDU-343	Educating Students W/Severe Disabilities	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Emphasis Area course #3	3

Subtotal: 16

January

EDU-392	Special Education Field Period	3
	OR	
FP-290	Field Period	3

Spring

EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Secondary Schools	3
HIS-360	History of New York State†	3
	Emphasis area course #4	3
	Gen Ed: Community and Society (CS)	3

Subtotal: 15

Senior Year 2018-19

Fall

EDU-002	Mandated Reporting Workshop	
EDU-003	Violence Prevention Workshop	
EDU-410	Professional Management Issues	2
INS-301	Integrative Studies (topic)*	3
EDU-355	Educational Psychology†	3
EDU-383	Collaborative Transition/Disabilities	3
	Emphasis Area course #5	3
ENG-313	Children's Literature†	3

Subtotal: 17

*INS-301: Gen Ed: Ethical Inquiry (EI) (3)***

January

EDU-392	Special Education Field Period	3
	OR	
FP-290	Field Period	3

Spring

EDU-411	Student Teaching Seminar	1
EDU-457	Student Tchg: Adolescent Gen Spec Educ	11

Subtotal: 12

Emphasis area course:

HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-343	History of Modern Germany†	3
	OR	
HIS-345	Modern Russia†	3

Students are required to complete two 300-level EDU Field Periods

Student Teaching Placements

Early childhood 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 courses in area of interest

Students choosing this major should select 15 additional hours of course work based on one of the following intended areas in which they would like to workat least six hours should be at the 300 level.): Communication, Technology, Business, Political Systems, History, Science, English, Infants & Toddlers, American Sign Language, Mathematics, Working with Children, or Working with Families.

Educational Studies, Bachelor of Science

EDSTUDIES.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3

Complete one of the following:

EDU-310	Literacy in Inclusive Schools	3
EDU-275	Early Language and Literacy	3

EDU-357	Adolescent Literacy I	3

Complete 17 credits from the following:

EDU-209	Early Child Perspective in Disabilities†	3
EDU-211	Societal Perspectives/Special Education†	3
EDU-264	Infants and Toddlers	2
EDU-371	Early Childhood Curriculum	3
EDU-306	Assessment in Inclusive School	3
EDU-308	Teaching in Inclusive Early Childhood	3
EDU-309	Integrated Methods: Childhood	6
EDU-312	Early Child Literacy & Diverse Learner	3
EDU-316	Childhood Literacy & Diverse Learner	3
EDU-358	Adolescent Literacy II	3
EDU-372	Assess Early Child Inclusive Settings	3
EDU-373	Teaching in Inclusive Secondary Schools	3
EDU-374	Professional/Ldrshp in Early Childhood	3

Complete 15 additional hours based upon the intended area in which the student would like to work. Please refer to the areas below. At least 6 hours need to be at the 300- or 400-level.

Communication

Complete all:

COM-123	Public Speaking†	3
COM-201	Interpersonal and Group Communication†	3
COM-350	Digital Publishing†	3
COM-428	Organizational Communication†	3

Complete one:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Mathematics

Complete all:

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

Complete two:

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

Political Systems

Complete four:

POL-120	American Government†*	3
POL-130	State and Local Government†*	3
POL-231	Public Administration in Democratic Soc	3
POL-321	Constitutional Law†	3
POL-324	Legislative Process and Behavior	3

Complete one:

COM-320	Business and Professional Writing†	3

COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Technology

Complete four:

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 Appl Integration	3
CMP-455	Senior Project in Computer Applications	3

Complete one:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Infants/Toddlers

Complete five:

ART-317	Art Education Workshop†	3
BUS-101	Introduction to Business and Society	3
EDU-209	Early Child Perspective in Disabilities†	3
ENG-313	Children's Literature†	3
PSY-252	Development in Middle Childhood†	3
SOC-302	Ethnic Diversity†	3
SOC-344	Sociology of the Family†	3
SWK-101	Introduction to Social Work	3
SWK-331	Youth Services Delivery System	3

ASL

Complete five:

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

Business

Complete four:

BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	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
MGT-430	Management Seminar	3

Complete one:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

History

Complete four:

HIS-113	Western Civilization I†*	3
HIS-114	Western Civilization II†*	3
HIS-120	United States History to 1877†*	3
HIS-121	US History From 1877-Present†*	3
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-341	United States in World Affairs†	3
HIS-360	History of New York State†	3

Complete one:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Working w/Families

Complete four:

COM-201	Interpersonal and Group Communication†	3
PSY-227	Social Psychology†	3
SWK-101	Introduction to Social Work	3
SWK-250	Substance Abuse and Families†	3
SOC-375	Groups and Organizaitons	3
SOC-376	Social Movements/Collective Behavior	3
SOC-344	Sociology of the Family†	3

Working w/Children

Complete five:

PSY-249	Infancy & Early Childhood†	3
PSY-252	Development in Middle Childhood†	3
PSY-238	Adolescent Psychology†	3
EDU-209	Early Child Perspective in Disabilities†	3
EDU-211	Societal Perspectives/Special Education†	3
SOC-344	Sociology of the Family†	3
SWK-331	Youth Services Delivery System	3
PSY-328	Personality Theory and Dynamics†	4
PSY-350	Behavior Modification†	3

English

ENG-313	Children's Literature†	3

Complete one:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Complete one:

ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3

Complete one:2		
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3
Complete one:		
ENG-315	Shakespeare†	3
ENG-316	Selected Authors†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
Science		
Complete one:		
BIO-203	Anatomy and Physiology I	4
BIO-234	Cell and Developmental Biology†	4
BIO-305	Animal Diversity†	4
BIO-326	Vertebrate Zoology†	4
BIO-337	Ecology and Evolution†	4
Complete one group:		
ENV-105	Environmental Science†*	4
	AND	
BIO-208	Life and the Universe†*	4
	OR	
BIO-136	Organisms and Environment†	4
	AND	
BIO-135	Cells and Organisms†	4
Complete one:		
COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3
Field Period:		
EDU-290	Exploratory Education Field Period	3
EDU-290	Exploratory Education Field Period	3
	See advisor for course information	
	See advisor for course information	
General Electives: (as needed)		
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

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

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.0
- Achieve a major GPA of 2.0
- Complete one field period for each 30 credits
- Complete the general ed. & major requirements
- Complete one INS-301 course
- Complete one laboratory science course

Four Year Sequence Educational Studies

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Our Cultures (OC) or Self and Individual (SI).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
	Gen Ed: Community and Society (CS)	3
	Gen Ed: Our Cultures (OC)	3

January

FP-290	Field Period	3

Spring

EDU-105	Introduction to Education†	3
ENG-112	College English II†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3

Sophomore Year 2016-17

Fall

EDU-210	Educating Students At Risk†	2
MAT-102	College Algebra†*	3
	OR	
MAT-105	Pre-Calculus†*	3
ENV-105	Environmental Science†*	4
	EDU Elective *	3

January

EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Con Elective	3
	EDU Elective *	3

Junior Year 2017-18

Fall

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

	EDU Elective *	3
	Con Electives	6
	EDU Elective *	3
January		
EDU-391	Regular Education Classroom Field Period	3
	OR	
EDU-392	Special Education Field Period	3
	OR	
EDU-393	Inclusion Classroom Educ Field Period	3
Spring		
	EDU Elective *	3
	Gen Ed: Ethical Inquiry (EI)	3
	EDU Elective *	6
	Con Elective	3
Senior Year 2018-19		
Fall		
	EDU Elective *	6
	Con Electives	6
INS-301	Integrative Studies (topic)*	3
January		
EDU-290	Exploratory Education Field Period	3
Spring		
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3
	Field Period	3
	EDU Elective *	3
	Con Elective	3

* EDU elective - 17 hours of EDU courses required: EDU-209, EDU-211, EDU-309, EDU-371, EDU-306, EDU-308, EDU-312, EDU-316, EDU-358, EDU-372, EDU-374, EDU-373

Conc Elective – Choose 15 hours of course work from concentration area

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Education Minor

MINOR.EDUMIN

Minor Requirements

Complete all of the following:

EDU-105	Introduction to Education†	3
EDU-210	Educating Students At Risk†	2
EDU-211	Societal Perspectives/Special Education†	3
EDU-307	Philosophical Foundations of Education†	2
EDU-355	Educational Psychology†	3

Complete one of the following:

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

Field Period:

EDU-391	Regular Education Classroom Field Period	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 16 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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.

Literacy, Birth – 6th Grade, Master of Science

Required Courses

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

EDU-501	Introduction to Educational Research	3
EDU-530	Theoretical and Social Found of Literacy	3
EDU-531	Assessment-Based Instruction I	4
EDU-537	Prof Leadership in Literacy Education	3
EDU-534	Assessment-Based Instruction II	4
EDU-540	Best Practices in Teaching Writing	3
EDU-536	Tech/Intruct Materal toPromote Literacy	3
EDU-532	Practica B-2	1
EDU-535	Practica 3-6	3
EDU-560A	Research Seminar I	1

EDU-560B	Research Seminar 2	1
EDU-560C	Professional Seminar 3	1

Total credits: 30

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

Literacy, grades 5-12, Master of Science

Required Courses

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

EDU-501	Introduction to Educational Research	3
EDU-530	Theoretical and Social Found of Literacy	3
EDU-536	Tech/Intruct Materal toPromote Literacy	3
EDU-537	Prof Leadership in Literacy Education	3
EDU-540	Best Practices in Teaching Writing	3
EDU-541	Assessment-Based Literacy Instr III	4
EDU-543	Literacy Instruct: Content Areas (5-12)	4
EDU-542	Practica III	4
EDU-560A	Research Seminar I	1
EDU-560B	Research Seminar 2	1
EDU-560C	Professional Seminar 3	1

Total credits: 30

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

Humanities and Fine Arts

The humanities—English, modern languages, 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 Art and Design (with optional concentrations in advertising/marketing, communications, digital graphic design, studio art, small business/entrepreneurship, theatre arts, or verbal arts), English (with optional concentrations in writing/ communications, creative writing, or theatre and drama), Organizational Communication, American Sign Language, and American Sign Language-English Interpreting.

Minor programs are offered in visual and verbal arts, art, creative writing, English, theatre and drama, communication studies, digital studies, environmental studies, American Sign Language, and Spanish and area studies.

English

According to the Princeton Review, English is one of the ten most popular majors across the United States today.

What makes Keuka College's English program unique, though, is our focus on the value of English in the Wider World. Students have a chance to study all the great authors, but at the same time students will be asking how that knowledge can be applied in the world beyond the classroom. At Keuka College, in other words, the study of English is motivated by the belief that literature can make things happen.

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 and storytelling 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 and communication.

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, to manage and interpret knowledge, and to adapt themselves readily to new circumstances in a rapidly changing world.

Graduates in English may go on to careers in business, communications, teaching, human services, law, government, finance, and careers not yet envisioned because they don't yet exist: any field in which creative thinking and effective communication are important. They also may pursue graduate work in the humanities, journalism, business, law, medicine, education, library science, social services, or many other areas.

Indeed, one of the reasons why so many people choose to study English is that it is a major taken seriously by graduate schools and employers. Employers value the fact that our graduates are smart, analytical, and know how to express themselves clearly. It's no coincidence, for example, that students in Humanities majors, such as English, tend to perform well on the entrance exams for business school, law school, or medical school.

In short, being an English major prepares students for just about any career imaginable. Students at Keuka College build close relationships with the faculty, and we help students craft resumés and gain experience through internships in our signature Field Period program. Students leave our program well-prepared for the next part of their life – professionally, academically, and personally.

The English program has identified in particular the following student learning goals:

1. Students will demonstrate their understanding of how language and literature shape and influence our world;
2. Students will identify, analyze, and evaluate the various reasons for reading (i.e., pleasure, knowledge, instruction, human interaction) and the tensions that exist among them;
3. Students will recognize and critique texts from major literary genres and from major literary periods and traditions;
4. Students will identify literary and rhetorical strategies and analyze how those strategies create multiple levels of meaning (literal, implied, and symbolic);
5. Students will construct and defend their own well-researched interpretive arguments (in both oral and written forms) in response to texts and in relation to other critical perspectives; and
6. Students will identify and analyze the ways in which diverse social, cultural, historical, and technological factors affect and shape literary production, dissemination, and reception.

English majors may choose a concentration in writing/ communications, creative writing, theatre and drama, business-marketing, business-management, digital liberal arts, literature and design, American studies, literature and the arts, or trans-American studies.

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.

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, (p.)” as described in the Education section.

English, Bachelor of Arts

ENG.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3
ENG-206	The English Language†	3
ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-450	Senior Capstone†	3

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3

ENG-120	Introduction to Literature†*	3
ENG-135	Great Books: Modern Age†*	3
ENG-140	Literature and Film†*	3
ENG-145	Literature, Nature Place†*	3
ENG-150	Understanding Digital Communication†	3
ENG-170	History of Theatre and Drama†	3
ENG-207	Lit and Society in Latin America†*	3

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-350	Digital Publishing†	3
ENG-218	Creative Writing†	3
ENG-310	Digital Storytelling†	3
ENG-319	Creative Nonfiction†	3

Complete one of the following:

ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3
ENG-385	Aesthetic Theory and Practice†	3

Field Period:

ENG-294	English Field Period	3
ENG-394	English Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence English

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Empirical Investigation (EM), Our Cultures (OC) or Self and Individual (SI).

Freshman Year 2015-16

Fall

	Gen Ed: Cross Cultures (CC)	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3
ENG-112	College English II†*	3
ENG-130	Great Books: Beginnings†*	3

Sophomore Year 2016-17

Fall

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Quant/Math Reasoning (QM)	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3

January

	Field Period	3

Spring

	Gen Ed: Physical/Natural World (PN)	3-4
ENG-224	American Lit II: Since 1865†	3
ENG-315	Major Elective: 100- or 200-level Shakespeare†	3

Gen Ed: Physical/Natural World: One of these distribution areas must include a laboratory science course.

Junior Year 2017-18

Fall

ENG-231	British Lit I: to 1700†	3
ENG-342	History of the Novel†	3
	Major Elective: 300-level or Writing	3
	General Elective	3

January

ENG-294	English Field Period	3

Spring

	Gen Ed: Our Cultures (OC)	3
ENG-232	British Lit II: Since 17th Century†	3
	Major Elective: 300-level or Writing	3
	General Elective	3

Senior Year 2018-19

Fall

	Gen Ed: Self and Individual (SI)	3
ENG-206	The English Language†	3

ENG-340	Poetry†	3
	General Elective	3
January		
ENG-394	English Field Period	3
Spring		
	Gen Ed: Community and Society (CS)	3
ENG-450	Senior Capstone†	3
	General Elective	3
	General Elective	3

English with Creative Writing, Bachelor of Arts

ENGCRTWRTG.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-218	Creative Writing†	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3
ENG-301	Creative Writing Workshop†	3
ENG-206	The English Language†	3
ENG-315	Shakespeare†	3
ENG-319	Creative Nonfiction†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-385	Aesthetic Theory and Practice†	3
ENG-450	Senior Capstone†	3
ENG-451	Senior Project in Creative Wrtg†	3

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-120	Introduction to Literature†*	3
ENG-135	Great Books: Modern Age†*	3
ENG-140	Literature and Film†*	3
ENG-145	Literature, Nature Place†*	3
ENG-150	Understanding Digital Communication†	3
ENG-170	History of Theatre and Drama†	3
ENG-207	Lit and Society in Latin America†*	3

Complete one of the following:

ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3

Field Period:

ENG-294	English Field Period	3

ENG-394	English Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence English w/ Concentration in Creative Writing

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Empirical Investigation (EM), Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

	Gen Ed: Cross Cultures (CC)	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3
ENG-112	College English II†*	3
ENG-130	Great Books: Beginnings†*	3

Sophomore Year 2016-17

Fall

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Quant/Math Reasoning (QM)	3
ENG-218	Creative Writing†	3

ENG-223	American Lit I: to 1865†	3
ENG-220	Ways of Reading†	3
January		
	Field Period	3
Spring		
	Gen Ed: Physical/Natural World (PN)	3-4
	Major Elective: 100- or 200-level	
ENG-224	American Lit II: Since 1865†	3
ENG-315	Shakespeare†	3
ENG-301	Creative Writing Workshop†	3

Physical/Natural World: One of these distribution areas must include a laboratory science course.

Junior Year 2017-18

Fall		
	Gen Ed: Self and Individual (SI)	3
ENG-231	British Lit I: to 1700†	3
ENG-342	History of the Novel†	3
	General Elective	3
January		
ENG-294	English Field Period	3
Spring		
	Gen Ed: Our Cultures (OC)	3
ENG-232	British Lit II: Since 17th Century†	3
ENG-319	Creative Nonfiction†	3
	Major Elective: 300-level	3

Senior Year 2018-19

Fall		
ENG-206	The English Language†	3
ENG-340	Poetry†	3
ENG-385	Aesthetic Theory and Practice†	3
ENG-451	Senior Project in Creative Wrtg†	3
January		
ENG-394	English Field Period	3
Spring		
	Gen Ed: Community and Society (CS)	3
ENG-450	Senior Capstone†	3
	General Elective	3
	General Elective	3

English with Writing and Communication, Bachelor of Arts

ENGWRTGCOM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3
ENG-206	The English Language†	3
ENG-315	Shakespeare†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-450	Senior Capstone†	3
COM-122	Introduction to Communication†	3
COM-123	Public Speaking†	3

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-120	Introduction to Literature†*	3
ENG-135	Great Books: Modern Age†*	3
ENG-140	Literature and Film†*	3
ENG-145	Literature, Nature Place†*	3
ENG-150	Understanding Digital Communication†	3
ENG-170	History of Theatre and Drama†	3
ENG-207	Lit and Society in Latin America†*	3

Complete three of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-350	Digital Publishing†	3
ENG-218	Creative Writing†	3
ENG-310	Digital Storytelling†	3
ENG-319	Creative Nonfiction†	3

Complete one of the following:

ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3
ENG-385	Aesthetic Theory and Practice†	3

Field Period:

ENG-294	English Field Period	3
ENG-394	English Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00

- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence English w/ Concentration in Writing and Communication

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Empirical Investigation (EM), Our Cultures (OC) or Self and Individual (SI).

Freshman Year 2015-16

Fall

	Gen Ed: Cross Cultures (CC)	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3
ENG-112	College English II†*	3
ENG-130	Great Books: Beginnings†*	3

Sophomore Year 2016-17

Fall

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Quant/Math Reasoning (QM)	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3
COM-123	Public Speaking†	3

January

	Field Period	3

Spring

	Gen Ed: Physical/Natural World (PN)	3-4
ENG-224	American Lit II: Since 1865†	3
ENG-315	Shakespeare†	3
	Major Elective: 100- or 200-level	
COM-122	Introduction to Communication†	3

Physical/Natural World: One of these distribution areas must include a laboratory science course.

Junior Year 2017-18

Fall

ENG-231	British Lit I: to 1700†	3
ENG-342	History of the Novel†	3
	Major Elective: Writing	3

January

ENG-294	English Field Period	3

Spring

	Gen Ed: Our Cultures (OC)	3
ENG-232	British Lit II: Since 17th Century†	3
	Major Elective: Writing	3

Senior Year 2018-19

Fall

	Gen Ed: Self and Individual (SI)	3
ENG-206	The English Language†	3
ENG-340	Poetry†	3
	Major Elective: 300-level	3

January

ENG-394	English Field Period	3

Spring

ENG-450	Senior Capstone†	3
	Gen Ed: Community and Society (CS)	3
	Major Elective: Writing	3

English with Theatre and Drama, Bachelor of Arts

ENGTHEATRE.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-220	Ways of Reading†	3
ENG-206	The English Language†	3
ENG-315	Shakespeare†	3
ENG-450	Senior Capstone†	3
THR-101	Introduction to Theatre and Drama†*	3
THR-170	History of Theatre and Drama†*	3
THR-222	Acting on and Off the Stage Ge†*	3
THR-231	Design for Performance†	3
THR-322	Advanced Acting and Directing	3
THR-376	Special Topics in Theatre and Drama†	3
THR-440	Advanced Theatre Practicum	3

Complete three of the following:

ENG-223	American Lit I: to 1865†	3

ENG-224	American Lit II: Since 1865†	3
ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Complete one of the following:

ENG-340	Poetry†	3
ENG-342	History of the Novel†	3

Complete one of the following:

ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3
ENG-385	Aesthetic Theory and Practice†	3

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-350	Digital Publishing†	3
ENG-218	Creative Writing†	3
ENG-310	Digital Storytelling†	3
ENG-319	Creative Nonfiction†	3

Recommended Electives: Theatre Labs: 2 credits from 2 different lab areas:

THR-243L	Theatre Production Lab I†	1
THR-263L	Theatre Performance Lab I†	1
THR-343L	Theatre Production Lab II†	1
THR-363L	Theatre Performance Lab II†	1

Field Period:

ENG-394	English Field Period	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence English w/ Concentration in Theatre and Drama

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Empirical Investigation (EM), Our Cultures (OC) or Self and Individual (SI).

Freshman Year 2015-16

Fall

FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
ENG-110	College English I†*	3
ENG-125	Literature in the Wider World†*	3
THR-101	Introduction to Theatre and Drama†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3
ENG-112	College English II†*	3
ENG-130	Great Books: Beginnings†*	3

Sophomore Year 2016-17

Fall

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Quant/Math Reasoning (QM)	3
ENG-220	Ways of Reading†	3
ENG-223	American Lit I: to 1865†	3

ENG-223: Complete three courses: ENG-223, ENG-224, ENG-231, ENG-232

January

	Field Period	3

Spring

	Gen Ed: Physical/Natural World (PN)	3-4
ENG-224	American Lit II: Since 1865†	3
ENG-315	Shakespeare†	3
THR-231	Design for Performance†	3

Gen Ed: Physical/Natural World: One of these distribution areas must include a laboratory science course.

ENG-224: Complete three courses: ENG-223, ENG-224, ENG-231, ENG-232

Junior Year 2017-18

Fall

ENG-231	British Lit I: to 1700†	3
ENG-342	History of the Novel†	3
	Major Elective: 300-level	3
THR-222	Acting on and Off the Stage Ge†*	3

ENG-231: Complete three courses: ENG-223, ENG-224, ENG-231, ENG-232

ENG 342: Complete one course: ENG-340 or ENG-342

January

ENG-294	English Field Period	3

Spring

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Cross Cultures (CC)	3
ENG-232	British Lit II: Since 17th Century†	3
THR-170	History of Theatre and Drama†*	3
THR-322	Advanced Acting and Directing	3

ENG-232: Complete three courses: ENG-223, ENG-224, ENG-231, ENG-232

Senior Year 2018-19

Fall

	Gen Ed: Self and Individual (SI)	3
ENG-206	The English Language†	3
ENG-340	Poetry†	3
THR-376	Special Topics in Theatre and Drama†	3

ENG 340: Complete one course: ENG-340 or ENG-342

January

ENG-394	English Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
ENG-319	Creative Nonfiction†	3
ENG-450	Senior Capstone†	3
THR-440	Advanced Theatre Practicum	3

English Minor

MINOR.ENGMIN

Minor Requirements

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-120	Introduction to Literature†*	3
ENG-125	Literature in the Wider World†*	3
ENG-130	Great Books: Beginnings†*	3
ENG-135	Great Books: Modern Age†*	3
ENG-140	Literature and Film†*	3
ENG-145	Literature, Nature Place†*	3
ENG-170	History of Theatre and Drama†	3
ENG-207	Lit and Society in Latin America†*	3

Complete the following Course:

ENG-220	Ways of Reading†	3

Complete one of the following:

ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3
COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3

Complete one of the following:

ENG-223	American Lit I: to 1865†	3
ENG-224	American Lit II: Since 1865†	3

ENG-231	British Lit I: to 1700†	3
ENG-232	British Lit II: Since 17th Century†	3

Complete one of the following:

ENG-315	Shakespeare†	3
ENG-316	Selected Authors†	3
ENG-320	Selected Topics in Literature†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3
ENG-385	Aesthetic Theory and Practice†	3

Complete one additional English course:

	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Creative Writing Minor

MINOR.CRTMIN

Minor Requirements

Complete all of the following:

ENG-218	Creative Writing†	3
ENG-301	Creative Writing Workshop†	3
ENG-319	Creative Nonfiction†	3
ENG-451	Senior Project in Creative Wrtg†	3

Complete one of the following:

ENG-220	Ways of Reading†	3
ENG-206	The English Language†	3

Complete one of the following:

ENG-340	Poetry†	3
ENG-342	History of the Novel†	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

English as a Second Language (ESL)

The English as a Second Language (ESL) courses offered at Keuka College are designed to help nonnative English-speaking international students further develop their competence and accuracy in academic English. These courses are intended to help build the academic language proficiency that these students will need in order to be successful within the context of an American college or university.

Communication

The Communication program offers a major in Organizational Communication, a minor in Communication Studies, and several courses with a particular emphasis on digital media and design. This program is designed to provide a career-oriented, interdisciplinary educational opportunity based in the liberal arts, with strong coverage of communication theory and practice, business, marketing and digital media skills. 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, leadership and digital media skills, understanding of business and marketing principles and appreciation of English language and literature. They learn 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 or admission to graduate school.

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.

Organizational Communication, Bachelor of Arts

ORGCOMM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

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

Complete all of the following:

COM-122	Introduction to Communication†	3
COM-123	Public Speaking†	3
COM-201	Interpersonal and Group Communication†	3
COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-421	Media Frontiers†	3
COM-428	Organizational Communication†	3
COM-484	Senior Practicum in Communication	3
ENG-319	Creative Nonfiction†	3
BUS-101	Introduction to Business and Society	3
HRM-208	Human Resources Management	3
MKT-220	Principles of Marketing	3
MKT-320	Public Relations	3
MGT-345	Organizational Behavior†	3

Publication and Design: Complete two courses

ART-205	Visual Design†	3
ART-250	Graphic Design†	3
COM-150	Understanding Digital Communication†	3

CMP-265	Computer Visual Design	3
CMP-335	Webpage Design	3
COM-350	Digital Publishing†	3

English and Writing Skills:

Complete two English courses (excluding ENG-319).
One course may be at the 200-level; the other must be at the 300-level or higher.
ENG
ENG

Field Period:

COM-394	Organizational Communication Fld Pd	3
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Organizational Communication

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Ethical Inquiry (EI).

One of these distribution areas must include laboratory science course: Gen Ed: Physical/Natural World (PN) or Empirical Investigation (EM).

Freshman Year 2015-16

Fall

BUS-101	Introduction to Business and Society	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
COM-150	Understanding Digital Communication†	3

COM-150: Complete two courses: ART-205, COM-150, CMP-265 (COM-330, effective Aug 2013), CMP-335 (COM-340—effective Aug. 2013), COM-350

January

FP-290	Field Period	3

Spring

COM-122	Introduction to Communication†	3
ENG-112	College English II†*	3
COM-123	Public Speaking†	3
MKT-220	Principles of Marketing	3

Sophomore Year 2016-17

Fall

COM-201	Interpersonal and Group Communication†	3
COM-250	Graphic Design†	3
	Gen Ed: Community and Society (CS)	3
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Verbal Arts (VA)	3

COM-250: Complete two courses: ART-205, COM-150, CMP-265 (COM-330, effective Aug 2013), CMP-335 (COM-340—effective Aug. 2013), COM-350

January

FP-290	Field Period	3

Spring

HRM-208	Human Resources Management	3
	Major Elective	3
	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Physical/Natural World (PN)	4
	Gen Ed: Self and Individual (SI)	3

Junior Year 2017-18

Fall

COM-350	Digital Publishing†	3
COM-321	Media Writing†	3
COM-421	Media Frontiers†	3
	General Elective	3
	Gen Ed: Fine/Performing Arts (FP)	3

COM-350: Complete two courses: ART-205, COM-150, CMP-265 (COM-330, effective Aug 2013), CMP-335 (COM-340—effective Aug. 2013), COM-350

January

FP-290	Field Period	3

Spring

COM-320	Business and Professional Writing†	3
COM-428	Organizational Communication†	3
INS-301M	IS: Culture, Gender, Comm†*	3
	General Elective	3-6
COM-330	Digital Illustration†	3

INS 301M: (preferred) [Fulfills Gen Ed: Our Cultures (OC)] (3)

Senior Year 2018-19

Fall

MGT-345	Organizational Behavior†	3

MKT-320	Public Relations	3
	Gen Ed: Empirical Investigation (EM)	3-4
	Gen Ed: Ethical Inquiry (EI)	3
	Major Elective	3
January		
COM-394	Organizational Communication Fld Pd	3
Spring		
COM-484	Senior Practicum in Communication	3
ENG-319	Creative Nonfiction†	3
	Major Elective	3
COM-340	Web-Based Design†	3

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Communication Studies Minor

MINOR.COMMIN

Minor Requirements

Complete all of the following:

COM-122	Introduction to Communication†	3
COM-123	Public Speaking†	3
COM-201	Interpersonal and Group Communication†	3

Complete two of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Complete 2 electives selected in consultation with advisor:

	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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—both in teams and as an independent, lifelong learner—and understand and respect human diversity.

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 video recording 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.

American Sign Language, Bachelor of Arts

ASL.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ASL-001	Senior Internship Workshop	
ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ASL-112	American Sign Language II†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-311	American Sign Language V†	3
ASL-312	American Sign Language VI†	3
ASL-318	Fingerspelling and Numbers in ASL†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-350	ASL/Deaf Literature†	3
ASL-361	Deaf Culture†	3
ASL-450	Internship in American Sign Language	3.00-12.00

Field Period:

ASL-394	American Sign Language Field Period	3
ASL-494	American Sign Language Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence American Sign Language

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Our Cultures (OC) or Self and Individual (SI).

Freshman Year 2015-16

Fall

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
	Gen Ed: Quant/Math Reasoning (QM)	3-4

January

FP-290	Field Period	3

Spring

ASL-112	American Sign Language II†	3
ENG-112	College English II†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Verbal Arts (VA)	3
FYE-140	Wellness†*	3

Sophomore Year 2016-17

Fall

ASL-211	American Sign Language III†	3
	Gen Ed: Physical/Natural World (PN)	4
	Gen Ed: Community and Society (CS)	3
	General Elective	3

January

FP-290	Field Period	3

Spring

ASL-212	American Sign Language IV†	3
ASL-220	Language Acquisition in Deaf Community	3
ASL-318	Fingerspelling and Numbers in ASL†	3
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Our Cultures (OC)	3

Junior Year 2017-18

Fall

ASL-311	American Sign Language V†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-361	Deaf Culture†	3
	Gen Ed: Ethical Inquiry (EI)	3
	General Electives	6

January

ASL-394	American Sign Language Field Period	3

Spring

ASL-312	American Sign Language VI†	3
ASL-350	ASL/Deaf Literature†	3
	General Electives	6

General Electives: ASL-340 ASL in Education recommended

Senior Year 2018-19

Fall

ASL-001	Senior Internship Workshop	
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Empirical Investigation (EM)	3
	General Elective	3

January

ASL-494	American Sign Language Field Period	3

Spring

ASL-450	Internship in American Sign Language	3.00-12.00

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American Sign Language Minor

MINOR.ASLMIN

Minor Requirements

Complete all of the following:

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ASL-112	American Sign Language II†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3

Complete one of the following:

ASL-311	American Sign Language V†	3
ASL-340	ASL in Education	3

Field Period:

ASL-394	American Sign Language Field Period	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- A grade of C- or higher must be earned
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

ASL-English Interpreting

The ASL-English Interpreting major prepares students to become professional interpreters, proficient in ASL, English and 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, and legal).

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 often contains 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.

Training begins with ASL, English, Deaf Culture and English-to-English processing. Juniors then begin intensive training in Translation, Consecutive Interpreting and Simultaneous Interpreting. Practical experience is gained through “Ghost Interpreting” where Keuka AEI students interpret actual Keuka courses on a variety of topics, but without an actual Deaf consumer present. Seniors receive specialized training in working with DeafBlind consumers before beginning their 12- credit, full-semester internship.

The ASL-English Interpreting major is designed to provide students with the academic preparation needed to the written portion of the National Interpreter Certification (NIC) exam. Graduates are expected to be able to complete the NIC process within two years of employment as a full-time interpreter.

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. Demonstrate written English language skills with a minimum of a C+ in ENG-112.
4. GPA of 3.0 in prerequisite American Sign Language courses.
5. Overall GPA: 3.0.
6. Approval of the ASL-English Interpreting faculty.

Transfer Students:

An outside transfer into the program must submit a video recording that demonstrates ASL proficiency in addition to meeting the above criteria.

ASL/English Interpreting, Bachelor of Science

ASLENG.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ASL-112	American Sign Language II†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-220	Language Acquisition in Deaf Community	3
ASL-311	American Sign Language V†	3
ASL-312	American Sign Language VI†	3
ASL-318	Fingerspelling and Numbers in ASL†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-350	ASL/Deaf Literature†	3
ASL-361	Deaf Culture†	3
AEI-001	Interpreting Internship Workshop	
AEI-165	English Transliteration	3
AEI-265	Cross-Cultural Trans-Communication	3
AEI-275	Translation Theory/Practice: ASL & ENG	3

AEI-365	Consecutive Interpreting & Ethics	3
AEI-375	Interpreting Specialized Settings	3
AEI-425	DeafBlind Interpreting	2
AEI-465	Simultaneous Interpreting & Research	3
AEI-485	Interpreting Internship	12

Complete one of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
ENG-319	Creative Nonfiction†	3

Field Period:

AEI-374	Deaf Community Field Period	3
AEI-474	Interpreting Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence ASL-English Interpreting

Class of 2019

** One of these distribution areas must include an INS 301 course.

Freshman Year 2015-16

Fall

ASL-110	Introduction to the Deaf Community†	3
ASL-111	American Sign Language I†	3
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
THR-101	Introduction to Theatre and Drama†*	3

THR-101 is not a strict requirement by rather recommended choice to satisfy General Education requirements

January

FP-290	Field Period	3

Spring

ASL-112	American Sign Language II†	3
AEI-165	English Transliteration	3
ENG-112	College English II†*	3
	Gen Ed: Ethical Inquiry (EI)	3
PSY-101	Introductory Psychology†*	3

PSY-101 is not a strict requirement by rather recommended choice to satisfy General Education requirements

Sophomore Year 2016-17

Fall

ASL-211	American Sign Language III†	3
ASL-125	ASL Vocabulary and Structure†	3
BIO-102	Introduction to the Science of Life†*	4
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Verbal Arts (VA)	3

BIO-102, SOC-101 are not strict requirements by rather recommended choices to satisfy General Education requirements

January

FP-290	Field Period	3

Spring

ASL-212	American Sign Language IV†	3
ASL-220	Language Acquisition in Deaf Community	3
ASL-318	Fingerspelling and Numbers in ASL†	3
	Gen Ed: Quant/Math Reasoning (QM)	3

Junior Year 2017-18

Fall

AEI-265	Cross-Cultural Trans-Communication	3
AEI-275	Translation Theory/Practice: ASL & ENG	3
ASL-311	American Sign Language V†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-361	Deaf Culture†	3

January

AEI-374	Deaf Community Field Period	3

Spring

AEI-001	Interpreting Internship Workshop	
AEI-365	Consecutive Interpreting & Ethics	3
AEI-375	Interpreting Specialized Settings	3
ASL-312	American Sign Language VI†	3
ASL-350	ASL/Deaf Literature†	3
COM/ENG-3XX	Writing Elective	3

Senior Year 2018-19

Fall

AEI-425	DeafBlind Interpreting	2
AEI-465	Simultaneous Interpreting & Research	3
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3

INS-301	Integrative Studies (topic)*	3

INS-301: is not a strict requirement by rather recommended choice to satisfy General Education requirements

January

AEI-474	Interpreting Field Period	3

Spring

AEI-485	Interpreting Internship	12

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Spanish

The Spanish program at Keuka College offers courses in Spanish language, literature, Latin American and cross cultural studies. The minor in Spanish and Area Studies emphasizes language skills to prepare students in all programs (business, nursing, occupational therapy, social work, education, criminal justice, and any other fields) to use their language proficiency in both professional and personal contexts. The Spanish program also offers opportunities for real-world experiences, whether spending a Field Period in a foreign country or in a Spanish-speaking community in the United States. Courses in all levels of Spanish language, literature, Latin American and cross cultural studies that lead to the completion of the minor are taught every semester. (See course descriptions, Spanish [SPA] (p.).)

Spanish Language and Cross-Cultural Studies Minor

MINOR.SPAMIN

Minor Requirements

Complete three of the following:

SPA-203	Spanish for Communication†*	3
SPA-208	Spanish for the Professions†*	3
SPA-252	Culture & Civilization of Latin America†	3
SPA-253	Culture and Civilization of Spain†	3

Complete the following course:

SPA-325	Adv Topics in Spanish Comm	3

Complete one of the following:

ENG-207	Lit and Society in Latin America†*	3
INS-301R	IS: Intercultural Studies†*	3

Field Period:

* Students must complete a Field Period in the United States (local) or any Latin American designation (international) or Study Abroad Program in any Latin American destination (3)

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Digital Studies

The minor in Digital Studies is designed to enhance digital learning and digital thinking among Keuka's students. It can be paired with and augment any existing major at the College, whether in professional studies or the liberal arts.

Digital thinkers are critical thinkers who understand how digital tools work (both their limitations and their possibilities) in order to enhance problem-solving and creativity. Digital learning is effectively using digital tools to improve learning, and discovering how digital tools can be used to solve problems and support creative endeavors.

The Digital Studies minor will allow students to expand their digital literacy; understand and use digital media more intentionally; practice fundamental concepts in coding; analyze, interpret and communicate effectively the meanings that may be derived from digital data; integrate and enhance their own major's content and practice with digital tools and thinking. The minor can hone critical thinking skills, foster creativity, and promote interdisciplinary thinking and applications.

Digital Studies Minor

MINOR.DIGSTUDMIN

Minor Requirements

Complete the following:

ENG-150	Understanding Digital Communication†	3
DL-151	Introduction to Digital Learning†	3
DL-201	Fundamentals Fo Code and DigitalyThinking†	3
ENG-310	Digital Storytelling†	3
DL-311	Data Analytics: Big Data & Visualization†	3
DL-390	Digital Learning Capstone	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Environmental Studies

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.

Environmental Studies Minor

MINOR.ENVMIN

Minor Requirements

Complete the following:

INS-301L	IS: Environment†*	3

Complete one of the following:

ENV-105	Environmental Science†*	4
BIO-136	Organisms and Environment†	4

Complete one of the following:

BIO-136	Organisms and Environment†	4
CHM-111	General Chemistry I†*	4
ENV-337	Ecology and Evolution†	4
BIO-370	Botany†	4

** BIO-134 can be used to fulfill only one of the above groups.**

Complete 3 of the following, each with a different disciplinary prefix (1 must at least be at the 300-level):

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

Field Period:

* Students must complete a Field Period in the area of their minor.

EVS-390	Environmental Studies Field Period	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 23-24 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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] (p.) and Religion [REL] (p.).)

Art and Design

In the spirit of Keuka College's historical mission, the major in Art and Design represents a marriage between the personal and the practical. It provides students interested in design, visual expression and digital communication with opportunities for creative development and personal exploration, even as it provides them with the skills and experiences essential to a wide range of careers rooted in an understanding of and facility in the principles of design and visual communication.

The Art and Design program's unifying core emphasis on the principles of design provides a firm foundation in the fundamentals of visual expression and communication. At the same time, an enhanced emphasis on digital media and graphic design which opens up new, cutting-edge possibilities for students, pointing towards an exciting future. The major provides students with opportunities for interdisciplinary work through a variety of optional areas of concentration.

Thus, Art and Design majors may follow one of two paths. They may choose a stand- alone core-major program in Art and Design consisting of 51.0 credits (includes two major- specific Field Periods), or an Art and Design major within any of the areas of concentration listed below, consisting of 63.0 credits (includes two major-specific Field Periods).

Optional Concentrations:

- Advertising/Marketing
- Communication
- Digital Graphic Design
- Small Business/Entrepreneurship
- Studio Art
- Theatre Arts
- Verbal Arts

Art and Design, Bachelor of Arts

ARTDSN.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
CMP-330	Digital Illustration	3
CMP-340	Web-Based Design	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Self and Individual (SI), or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-235	Ceramics I†	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Cross Cultures (CC)	3
ART-255	Sculpture I†	3
ART-202	Art History:Early Modern to Present†*	3

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
ART-385	Aesthetic Theory & Practice†	3
ART-240	Mixed Media†	3
	General Elective	3

January

ART-394	Field Period in Art and Design	3

Spring

INS-301	Integrative Studies (topic)*	3
ART-305	Design in a Digital World†	3
ART-225	Painting I†	3
ART-387	Seminar:Prof Practice in Art & Design	3
	General Elective	3

Senior Year 2018-19

Fall

ART-250	Graphic Design†	3

ART-281	Digital Photography†	3
	General Elective	3
	General Elective	3
January		
FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00
Spring		
ART-340	Web-Based Design†	3
ART-315	Drawing II†	3
ART-445	Senior Project†	3
	General Elective	3

Art and Design with Advertising/Marketing, Bachelor of Arts

ARTDSN.ADVMKT.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3

ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Advertising/Marketing concentration:

Complete all of the following:

MKT-220	Principles of Marketing	3
MKT-331	Principles of Advertising	3
MKT-335	Internet Marketing	3
MKT-360	Retail Marketing	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/ Concentration in Advertising/Marketing

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3

	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3
January		
FP-290	Field Period	3
Spring		
	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3
Sophomore Year 2016-17		
Fall		
	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-250	Graphic Design†	3
ART-281	Digital Photography†	3
January		
ART-294	Field Period in Art & Design	3
Spring		
	Gen Ed: Empirical Investigation (EM)	3
ART-202	Art History:Early Modern to Present†*	3
	General Elective	3
MKT-335	Internet Marketing	3
	Gen Ed: Cross Cultures (CC)	3
Junior Year 2017-18		
Fall		
	Gen Ed: Physical/Natural World (PN)	3-4
	Gen Ed: Verbal Arts (VA)	3
MKT-220	Principles of Marketing	3
ART-235	Ceramics I†	3
	General Elective	3
January		
ART-394	Field Period in Art and Design	3
Spring		
INS-301	Integrative Studies (topic)*	3
ART-305	Design in a Digital World†	3
ART-340	Web-Based Design†	3
MKT-360	Retail Marketing	3
ART-387	Seminar:Prof Practice in Art & Design	3
Senior Year 2018-19		
Fall		
ART-385	Aesthetic Theory & Practice†	3
MKT-331	Principles of Advertising	3

ART-335	Ceramics II†	3
	General Elective	3
	General Elective	3
January		
FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00
Spring		
ART-445	Senior Project†	3
ART-315	Drawing II†	3
	General Elective	3
	General Elective	3

Art and Design with Communications, Bachelor of Arts

ARTDSN.COM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3

ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Communications concentration:

Complete all of the following:

COM-122	Introduction to Communication†	3

Complete three of the following:

COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-350	Digital Publishing†	3
COM-421	Media Frontiers†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/ Concentration in Communications

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-281	Digital Photography†	3
COM-321	Media Writing†	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3
ART-202	Art History:Early Modern to Present†*	3
ART-315	Drawing II†	3
COM-122	Introduction to Communication†	3
	Gen Ed: Cross Cultures (CC)	3

Gen Ed: Empirical Investigation: One of these distribution areas must include a laboratory science course

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
ART-385	Aesthetic Theory & Practice†	3
	Gen Ed: Verbal Arts (VA)	3
ART-235	Ceramics I†	3
COM-421	Media Frontiers†	3

January

ART-394	Field Period in Art and Design	3

Spring

INS-301	Integrative Studies (topic)*	3
ART-305	Design in a Digital World†	3
ART-225	Painting I†	3
ART-387	Seminar:Prof Practice in Art & Design	3
	General Elective	3

Senior Year 2018-19

Fall

	General Elective	3
COM-350	Digital Publishing†	3
ART-250	Graphic Design†	3
	General Elective	3

January

FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00

Spring

	General Elective	3
	General Elective	3
ART-340	Web-Based Design†	3
ART-445	Senior Project†	3

Art and Design with Digital Graphic Design, Bachelor of Arts

ARTDSN.DGD.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Digital Graphic Design Concentration:

Complete all of the following:

ART-250	Graphic Design†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
COM-350	Digital Publishing†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/ Concentration in Digital Graphic Design

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-250	Graphic Design†	3
COM-350	Digital Publishing†	3
ART-235	Ceramics I†	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-202	Art History:Early Modern to Present†*	3
ART-255	Sculpture I†	3
	General Elective	3

Gen Ed: Empirical Investigation: One of these distribution areas must include a laboratory science course.

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
	Gen Ed: Cross Cultures (CC)	3
ART-385	Aesthetic Theory & Practice†	3
ART-240	Mixed Media†	3
	General Elective	3

January

ART-394	Field Period in Art and Design	3

Spring

INS-301	Integrative Studies (topic)*	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-305	Design in a Digital World†	3

ART-225	Painting I†	3
ART-330	Digital Illustration†	3

Senior Year 2018-19

Fall

	Gen Ed: Verbal Arts (VA)	3
ART-281	Digital Photography†	3
	General Elective	3
	General Elective	3

January

FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00

Spring

ART-340	Web-Based Design†	3
ART-445	Senior Project†	3
ART-315	Drawing II†	3
ART-355	Sculpture II†	3

Art and Design with Studio Art, Bachelor of Arts

ARTDSN.SA.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Studio Art Concentration:

Complete two of the following:

ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/ Concentration in Studio Art

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Verbal Arts (VA)	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-250	Graphic Design†	3
ART-281	Digital Photography†	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Cross Cultures (CC)	3
ART-202	Art History:Early Modern to Present†*	3
ART-255	Sculpture I†	3
ART-305	Design in a Digital World†	3

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
ART-240	Mixed Media†	3
ART-385	Aesthetic Theory & Practice†	3
	General Elective	3

January

ART-394	Field Period in Art and Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3
ART-387	Seminar:Prof Practice in Art & Design	3

INS-301	Integrative Studies (topic)*	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-330	Digital Illustration†	3

Senior Year 2018-19

Fall

ART-235	Ceramics I†	3
COM-350	Digital Publishing†	3
	General Elective	3
	General Elective	3

January

FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00

Spring

ART-445	Senior Project†	3
	General Elective	3
ART-315	Drawing II†	3

Art and Design with Small Business/Entrepreneurship, Bachelor of Arts

ARTDSN.SBE.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3

ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Small business/entrepreneurship concentration:

Complete all of the following:

BUS-101	Introduction to Business and Society	3
MKT-220	Principles of Marketing	3
MGT-351	Small Business Management	3

Complete one of the following:

BUS-202	Business Law	3
MKT-320	Public Relations	3
MKT-331	Principles of Advertising	3
MKT-335	Internet Marketing	3
MKT-340	International Marketing	3
MKT-350	Marketing for Non-Profit Organizations	3
MKT-360	Retail Marketing	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/Concentration in Small Business/Entrepreneurship

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
ART-205	Visual Design†	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
BUS-101	Introduction to Business and Society	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3
	Gen Ed: Cross Cultures (CC)	3
ART-202	Art History:Early Modern to Present†*	3
ART-255	Sculpture I†	3

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
ART-240	Mixed Media†	3
MKT-220	Principles of Marketing	3
ART-385	Aesthetic Theory & Practice†	3

January

ART-394	Field Period in Art and Design	3

Spring		
INS-301	Integrative Studies (topic)*	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-305	Design in a Digital World†	3
ART-225	Painting I†	3
MGT-351	Small Business Management	3
Senior Year 2018-19		
Fall		
ART-281	Digital Photography†	3
	General Elective	3
	General Elective	3
January		
FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00
Spring		
ART-340	Web-Based Design†	3
ART-315	Drawing II†	3
MGT-351	Small Business Management	3
MKT-335	Internet Marketing	3
ART-445	Senior Project†	3

Arts and Design with Theatre Arts, Bachelor of Arts

ARTDSN.TA.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Theatre Arts Concentration:

Complete all of the following:

THR-321	Advanced Acting†	3

Complete three of the following:

THR-222	Acting on and Off the Stage Ge†*	3
THR-170	History of Theatre and Drama†*	3
THR-322	Advanced Acting and Directing	3
THR-331	Advanced Technical Direction†	3
THR-376	Special Topics in Theatre and Drama†	3
THR-440	Advanced Theatre Practicum	3
ENG-218	Creative Writing†	3
ENG-301	Creative Writing Workshop†	3
ENG-315	Shakespeare†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements

- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/Concentration in Theatre Arts

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
ENG-218	Creative Writing†	3

January

ART-294	Field Period in Art & Design	3

Spring

ART-202	Art History:Early Modern to Present†*	3
	Gen Ed: Cross Cultures (CC)	3
THR-170	History of Theatre and Drama†*	3
ART-255	Sculpture I†	3
ART-305	Design in a Digital World†	3

Junior Year 2017-18

Fall

	Gen Ed: Physical/Natural World (PN)	3-4
	Gen Ed: Empirical Investigation (EM)	3
ART-240	Mixed Media†	3

ART-385	Aesthetic Theory & Practice†	3
January		
ART-394	Field Period in Art and Design	3
Spring		
INS-301	Integrative Studies (topic)*	3
ART-225	Painting I†	3
ART-330	Digital Illustration†	3
ART-387	Seminar:Prof Practice in Art & Design	3
THR-231	Design for Performance†	3
Senior Year 2018-19		
Fall		
ART-250	Graphic Design†	3
ART-281	Digital Photography†	3
THR-222	Acting on and Off the Stage Ge†*	3
	General Elective	3
January		
FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00
Spring		
ART-315	Drawing II†	3
ART-445	Senior Project†	3
	General Elective	3
	General Elective	3

Art and Design with Verbal Arts, Bachelor of Arts

ARTDSN.VA.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-205	Visual Design†	3
ART-215	Drawing I†	3
ART-225	Painting I†	3
ART-305	Design in a Digital World†	3
ART-385	Aesthetic Theory & Practice†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-445	Senior Project†	3

Complete one of the following:

ART-281	Digital Photography†	3
ART-282	Darkroom Photography†	3

Complete one of the following:

ART-240	Mixed Media†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3

Complete one of the following:

ART-235	Ceramics I†	3
ART-255	Sculpture I†	3
ART-289	Visiting Artist 3D†	3

Complete two of the following (one must be a 300 level studio course):

ART-315	Drawing II†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-335	Ceramics II†	3
ART-330	Digital Illustration†	3
ART-340	Web-Based Design†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
COM-350	Digital Publishing†	3
ART-388	Visting Artist: Advanced Workshop†	3

Verbal arts concentration:

Complete one of the following:

ENG-218	Creative Writing†	3
COM-321	Media Writing†	3

Complete two of the following:

ENG-218	Creative Writing†	3
ENG-301	Creative Writing Workshop†	3
ENG-319	Creative Nonfiction†	3
COM-320	Business and Professional Writing†	3
COM-321	Media Writing†	3
COM-350	Digital Publishing†	3

Complete one of the following:

ENG-170	History of Theatre and Drama†	3
ENG-313	Children's Literature†	3
ENG-315	Shakespeare†	3
ENG-316	Selected Authors†	3
ENG-340	Poetry†	3
ENG-342	History of the Novel†	3

Field Period:

ART-294	Field Period in Art & Design	3
ART-394	Field Period in Art and Design	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information	
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Art and Design w/Concentration in Verbal Arts

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Empirical Investigation (EM).

One of these distribution areas must include a laboratory science course: Gen Ed: Empirical Investigation (EM) or Physical/Natural World (PN).

Freshman Year 2015-16

Fall

	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Self and Individual (SI)	3
FYE-101	Experiential Learning†*	1
ENG-110	College English I†*	3
ART-101	Foundations of Art and Design†*	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Community and Society (CS)	3
FYE-140	Wellness†*	3
ENG-112	College English II†*	3
ART-215	Drawing I†	3
ART-205	Visual Design†	3

Sophomore Year 2016-17

Fall

	Gen Ed: Quant/Math Reasoning (QM)	3
	Gen Ed: Ethical Inquiry (EI)	3
ART-201	Art History: Beginning to Early Modern†*	3
ENG-218	Creative Writing†	3

January

ART-294	Field Period in Art & Design	3

Spring

	Gen Ed: Empirical Investigation (EM)	3

	Gen Ed: Cross Cultures (CC)	3
ART-255	Sculpture I†	3
ART-202	Art History:Early Modern to Present†*	3
ENG-301	Creative Writing Workshop†	3
Junior Year 2017-18		
Fall		
	Gen Ed: Physical/Natural World (PN)	3-4
	Gen Ed: Verbal Arts (VA)	3
ART-385	Aesthetic Theory & Practice†	3
ART-240	Mixed Media†	3
January		
ART-394	Field Period in Art and Design	3
Spring		
INS-301	Integrative Studies (topic)*	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-225	Painting I†	3
ENG-313	Children's Literature†	3
ART-225	Painting I†	3
Senior Year 2018-19		
Fall		
COM-321	Media Writing†	3
	General Elective	3
	General Elective	3
ART-281	Digital Photography†	3
January		
FP-290	Field Period	3
	OR	
ART-460	Internship in Art & Design	3.00-12.00
Spring		
ART-315	Drawing II†	3
ART-355	Sculpture II†	3
ART-445	Senior Project†	3
	General Elective	3

Art and Design Minor

MINOR.ARTMIN

Minor Requirements

Complete each of the following:

ART-101	Foundations of Art and Design†*	3
ART-215	Drawing I†	3

Complete one of the following:

ART-201	Art History: Beginning to Early Modern†*	3
ART-202	Art History:Early Modern to Present†*	3
ART-385	Aesthetic Theory & Practice†	3

Complete one of the following:

ART-205	Visual Design†	3
ART-225	Painting I†	3
ART-235	Ceramics I†	3
ART-245	Printmaking I†	3
ART-250	Graphic Design†	3
ART-255	Sculpture I†	3
ART-281	Digital Photography†	3

Complete one of the following (at least one must be at 300-level):

ART-240	Mixed Media†	3
ART-282	Darkroom Photography†	3
ART-288	Visiting Artist- 2D: Book Illustration†	3
ART-289	Visiting Artist 3D†	3
ART-310	Digital Storytelling†	3
ART-315	Drawing II†	3
ART-317	Art Education Workshop†	3
ART-321	Advanced Studio Problems†	3
ART-325	Painting II†	3
ART-330	Digital Illustration†	3
ART-335	Ceramics II†	3
ART-345	Printmaking II†	3
ART-355	Sculpture II†	3
ART-387	Seminar:Prof Practice in Art & Design	3
ART-388	Visting Artist: Advanced Workshop†	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Creative Arts Minor

MINOR.CRARTMIN

Minor Requirements

Complete each of the following:

ART-125	The Art of Improvisation†*	3
ART-385	Aesthetic Theory & Practice†	3

Complete two of the following

DAN-205	Movement in the Wider World†*	3
MUS-201	American Musical Traditions†*	3
THR-222	Acting on and Off the Stage Ge†*	3

Complete two of the following:

DAN-101	Introduction to Dance†*	3
DAN-201	Dance, Self, and Culture†*	3

MUS-101	Music Appreciation†*	3
THR-101	Introduction to Theatre and Drama†*	3
THR-105	Reader's Theatre†	3
THR-170	History of Theatre and Drama†*	3
THR-231	Design for Performance†	3
THR-322	Advanced Acting and Directing	3
ART-125	The Art of Improvisation†*	3
ART-205	Visual Design†	3
ART-250	Graphic Design†	3
ART-281	Digital Photography†	3
ENG-218	Creative Writing†	3
ENG-301	Creative Writing Workshop†	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Digital Design Minor

MINOR.DIGDSGNMIN

Minor Requirements

Complete each of the following:

ART-205	Visual Design†	3
ART-250	Graphic Design†	3
COM-305	Design in a Digital World†	3

Complete three of the following:

ART-281	Digital Photography†	3
ART-330	Digital Illustration†	3
COM-350	Digital Publishing†	3
COM-340	Web-Based Design†	3
ENG-310	Digital Storytelling†	3
DL-150	Understanding Digital Communication†	3
DL-151	Introduction to Digital Learning†	3
DL-311	Data Analytics: Big Data & Visualization†	3
THR-231	Design for Performance†	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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. (See course descriptions, Dance [DAN] (p.).)

Music

Music courses at Keuka College allow students to increase their knowledge and appreciation for music as well as improve specific music skills and performance practices in a variety of settings. Several courses emphasize the cultural and historical context of music while also stimulating students' listening skills. Students can also take private lessons in piano, voice, woodwinds and brass, as well as instruction in song- writing and improvisation. Performance opportunities at Keuka include solo and small group recitals, Chorale, Jazz Band and a select acappella group, QKAppella. (See course descriptions, Music [MUS] (p.).)

Theatre and Drama

The Theatre and Drama minor combines studio and practicum courses in acting, directing, and technical direction with a grounding in the history of drama and theatre.

The program 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 minor provides students with an excellent foundation for a range of careers which rely on self-expression as well as training in the humanities. Program learning goals focus on helping students to

- acquire skills in interpersonal communication and group problem solving;
- develop crucial life skills useful in a wide range of professions including business, government, law, the natural and social sciences and industry;
- awaken their intuitive, perceptive capacities as well as their logical, analytical abilities;
- develop their imaginations, through which they can make significant, constructive changes in their communities; and
- enhance critical reading, writing and thinking skills associated with liberal arts majors and which are applicable to a wide range of professions.

Engaging with theatre arts shapes people to be articulate communicators, effective listeners, perceptive thinkers, and task-oriented leaders. These skills are positive assets in any career and also help shape a life worth living.

The program features three components. One focuses on the foundations of acting, directing, and design as well as the literature of the theatre. A second provides advanced training in a special theatre project or in the literature of the field. The final component consists of theatre lab experiences, in which students earn credits by actually working hands on as actors or theatre technicians. In addition, Field Period internships are available at regional professional theatres.

Theatre Minor

MINOR.THRMIN

Minor Requirements

Complete all of the following:

THR-101	Introduction to Theatre and Drama†*	3
ART-125	The Art of Improvisation†*	3
THR-222	Acting on and Off the Stage Ge†*	3

THR-231	Design for Performance†	3

Complete one of the following:

THR-170	History of Theatre and Drama†*	3
ENG-315	Shakespeare†	3
THR-376	Special Topics in Theatre and Drama†	3

Complete 3 credits from the following lab courses (at least 1 credit must be at the 300-level):

THR-243L	Theatre Production Lab I†	1
THR-263L	Theatre Performance Lab I†	1
THR-343L	Theatre Production Lab II†	1
THR-363L	Theatre Performance Lab II†	1

Recommended:

THR-440	Advanced Theatre Practicum	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21-24 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Visual and Verbal Art

The visual and verbal art minor 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 minor 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 minor 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.

Visual and Verbal Arts Minor

MINOR.VVAMIN

Minor Requirements

Complete all of the following:

ART-101	Foundations of Art and Design†*	3

ART-201	Art History: Beginning to Early Modern†*	3
ART-205	Visual Design†	3
ART-385	Aesthetic Theory & Practice†	3
ENG-218	Creative Writing†	3
ENG-319	Creative Nonfiction†	3

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics includes the disciplines of biology, chemistry, environmental science, mathematics, medical technology, and physics. The division offers majors leading to the bachelor of arts degree in biochemistry, biology, adolescent biology education, mathematics, adolescent mathematics education, and adolescent chemistry 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 from New York Chiropractic College. The medical technology degree is delivered as a 3+1 program with the Rochester General Hospital Clinical Laboratory Science Program (or other accredited program). Physics courses are offered as support courses for other science programs.

Biology

The program in biology is for students with general or specialized interests in biology, or for students requiring background for professional development. Biology provides pre-professional preparation for careers in biology, biochemistry, chiropractic, dentistry, ecology, education, medicine, microbiology, pharmacology, 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, (p.)” as described in the education section.

Biology with Biomedical Studies, Bachelor of Arts

BIOBIOMED.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	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
MAT-106	Calculus I†*	4
PHY-201	General Physics I†*	4

PHY-202	General Physics II†*	4

Complete one of the following (4 credits):

BIO-342	Mammalian Anatomy†	4
BIO-351	Vertebrate Physiology†	4

Complete one of the following (3-4 credits):

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

BIO-343, BIO-351, and BIO-353 are recommended for pre-meds

Field Period:

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Biology with Concentration in Biomedical Studies

(Score of 2, 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3

FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: in not exempt

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4
ENG-112	College English II†*	3
FYE-140	Wellness†*	3

CHM-112: MAT-102 College Algebra is a prerequisite for CHM-112.

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
MAT-XXX	Math [if not exempt]	3-4
	Gen Ed: Verbal Arts (VA)	3

MATXXX: Mathematics course depends on math placement score

January

FP-290	Field Period	3

Spring

BIO-234	Cell and Developmental Biology†	4
CHM-207	Organic Chemistry II†	4
MAT-XXX	Math [if not exempt]	4
	Gen Ed: Community and Society (CS)	3

Junior Year 2017-18

Fall

CHM-310	General Biochemistry†	4
BIO-370	Botany†	4
	OR	
BIO/CHM	BIO/CHM selective	3-4
PHY-201	General Physics I†*	4
BIO-390	Junior Seminar in Natural Science†	3

BIO/CHM Selective: Complete one course: BIO-310, BIO-343, BIO-353, CHM-315 or CHM-320.

January

FP-290	Field Period	3

Spring

BIO/CHM	BIO/CHM selective	3-4
	OR	
BIO-351	Vertebrate Physiology†	4
	OR	
	General Elective	3
BIO-318	Genetics†	4

PHY-202	General Physics II†*	4
	Gen Ed: Self and Individual (SI)	3

BIO/CHM Selective: Complete one course: BIO-310, BIO-343, BIO-353, CHM-315 or CHM-320.

BIO-351: Complete one course: BIO-342 or BIO-351.

Senior Year 2018-19

Fall

BIO-370	Botany†	4
	OR	
BIO/CHM	BIO/CHM selective	3-4
	OR	
	General Elective	3
BIO-380	Biostatistics†	3
	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Fine/Performing Arts (FP)	3

BIO/CHM Selective: Complete one course: BIO-310, BIO-343, BIO-353, CHM-315 or CHM-320.

January

FP-290	Field Period	3

Spring

BIO/CHM	BIO/CHM selective	3-4
	OR	
BIO-342	Mammalian Anatomy†	4
	OR	
	General Elective	3
	General Elective	3
BIO-450	Senior Seminar in Natural Science†	2
	Gen Ed: Ethical Inquiry (EI)	3
	Gen Ed: Cross Cultures (CC)	3

BIO/CHM Selective: Complete one course: BIO-310, BIO-343, BIO-353, CHM-315 or CHM-320.

BIO-342: Complete one course: BIO-342 or BIO-351.

Summer Field Period recommended after the junior year.

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Biology with Organismal Studies, Bachelor of Arts

BIOCHEM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	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
MAT-106	Calculus I†*	4
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4

Complete one of the following:

BIO-337	Ecology and Evolution†	4
BIO-342	Mammalian Anatomy†	4
BIO-351	Vertebrate Physiology†	4

BIO-342 and BIO-351 are recommended for pre-vets

Field Period:

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Biology with Concentration in Organismal Biology

(Score of 2, 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Our Cultures (OC), Ethical Inquiry (EI) or Self and Individual (SI).

Freshman Year 2015-16

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: if not exempt

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4
ENG-112	College English II†*	3
FYE-140	Wellness†*	3

CHM-122: MAT-102 College Algebra is a prerequisite for CHM-112.

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
MAT-XXX	Math [if not exempt]	3-4
	Gen Ed: Community and Society (CS)	3

MAT-XXX: Mathematics course depends on math placement score

January

FP-290	Field Period	3

Spring

BIO-234	Cell and Developmental Biology†	4
CHM-207	Organic Chemistry II†	4
MAT-XXX	Math [if not exempt]	4
	Gen Ed: Cross Cultures (CC)	3

MAT-XXX: Mathematics course depends on math placement score

Junior Year 2017-18

Fall

CHM-310	General Biochemistry†	4
BIO-370	Botany†	4
BIO-390	Junior Seminar in Natural Science†	3
PHY-201	General Physics I†*	4

PHY-201: MAT-102 College Algebra is a prerequisite for CHM-112.

January

FP-290	Field Period	3

Spring

BIO-318	Genetics†	4
	OR	
BIO	BIO selective	4
	OR	
	General Elective	3
PHY-202	General Physics II†*	4
	Gen Ed: Our Cultures (OC)	3

BIO Selective: Complete one course: BIO-337, BIO-351, BIO-342

Senior Year 2018-19

Fall

BIO-380	Biostatistics†	3
	Gen Ed: Ethical Inquiry (EI)	3
	General Elective	3
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3

Spring

BIO-305	Animal Diversity†	4
BIO	BIO selective	4
	OR	
	General Elective	3
BIO-450	Senior Seminar in Natural Science†	2
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Verbal Arts (VA)	3

BIO Selective: Complete one course: BIO-337, BIO-351, BIO-342

Summer Field Period recommended after the junior year.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Biology Minor

MINOR.BIOMIN

Minor Requirements

Complete one of the following:

ENV-105	Environmental Science†*	4
BIO-136	Organisms and Environment†	4

Complete both of the following:

BIO-135	Cells and Organisms†	4
BIO-234	Cell and Developmental Biology†	4

Complete 2 BIO electives at the 300- or 400-level not required by the student's major/concentration:

See advisor for course information

See advisor for course information

Field Period:

* Students must complete a Field Period in the area of their minor.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 22-24 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Biochemistry

The biochemistry major at Keuka College is an interdisciplinary program in the sciences designed for students whose academic interests lie at the interface of biology and chemistry. The program provides strong preparation for students who wish to continue their studies at the graduate level, or for pre-professional students looking toward careers in medicine, veterinary medicine, dentistry, optometry, or pharmacy. Students can also take employment in a variety of agricultural, genetic, pharmaceutical, or biomedical settings.

Biochemistry, Bachelor of Arts

BIOCHEM.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	4
BIO-207	Microbiology†	4
BIO-234	Cell and Developmental Biology†	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

MAT-106	Calculus I†*	4
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4

Field Period:

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Biochemistry

(Score of 2, 3, or 4 on Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Self and Individual (SI), Ethical Inquiry (EI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: if not exempt

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4

ENG-112	College English II†*	3
FYE-140	Wellness†*	3

CHM-112: MAT-102 College Algebra is a prerequisite for CHM-112.

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
MAT-XXX	Math [if not exempt]	3-4
	Gen Ed: Community and Society (CS)	3

MAT-XXX: Mathematics Course depends on math placement score.

January

FP-290	Field Period	3

Spring

BIO-234	Cell and Developmental Biology†	4
CHM-207	Organic Chemistry II†	4
MAT-XXX	Math [if not exempt]	4
	Gen Ed: Fine/Performing Arts (FP)	3

MAT-XXX: Mathematics Course depends on math placement score.

Junior Year 2017-18

Fall

CHM-310	General Biochemistry†	4
PHY-201	General Physics I†*	4
CHM-390	Junior Seminar in Natural Science†	3
BIO-380	Biostatistics†	3

January

FP-290	Field Period	3

Spring

CHM-315	Analytical Chemistry†	4
CHM-320	Advanced Biochemistry†	4
BIO-318	Genetics†	4
PHY-202	General Physics II†*	4

Senior Year 2018-19

Fall

BIO-370	Botany†	4
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Ethical Inquiry (EI)	3

January

FP-290	Field Period	3

Spring

CHM-328	Introduction to Physical Chemistry†	4
BIO-353	Cell and Molecular Biology	4
CHM-450	Senior Seminar in Natural Science†	2
	Gen Ed: Our Cultures (OC)	3

Summer Field Period recommended after the junior year.

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Chemistry Minor

MINOR.CHMMIN

Minor Requirements

Complete all of the following:

CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†*	4
CHM-206	Organic Chemistry I†	4

Complete one of the following courses:

CHM-207	Organic Chemistry II†	4
CHM-310	General Biochemistry†	4

Complete one CHM elective at the 300- or 400-level not required for student's major/concentration:

See advisor for course information

Field Period:

* Students must complete a Field Period in the area of their minor.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 18 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Forensic Chemistry Minor

MINOR.CHMFOMIN

Minor Requirements

Complete all of the following:

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 Criminal Justice†	3
CRM-221	Criminal Investigation†	3

It is recommended that one or both of the following be completed:

CRM-301	Criminal Law†	3

FP-290	Field Period	3

Field Period:

* Students must complete a Field Period in the area of their minor.
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 26 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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.

Environmental Science, Bachelor of Science

ENVSCI.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	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	Advanced Environmental Science†	4
ENV-370	Botany†	4
ENV-390	Junior Seminar in Natural Science†	3
ENV-450	Senior Seminar in Natural Science†	2
MAT-106	Calculus I†*	4
PHY-201	General Physics I†*	4

PHY-202	General Physics II†*	4

Complete ONE course from the following:

ENV-331	Ornithology†	4
ENV-360	Limnology†	4

Complete ONE additional course in
BIO, CHM, or ENV at the 300- or 400-level (3-4 credits):
See advisor for course information

Field Period:

ENV-490	Environmental Science Field Period	3

See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Environmental Science

(Score of 2, 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Our Cultures (OC), Self and Individual (SI) or Ethical Inquiry (EI).

Freshman Year 2015-16

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: if not exempt; Mathematics course depends on math placements score

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4
ENG-112	College English II†*	3
FYE-140	Wellness†*	3

CHM-112: MAT-102 is a prerequisite for CHM-112

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
MAT-XXX	Math [if not exempt]	3-4
	Gen Ed: Community and Society (CS)	3

MAT-XXX: Mathematics course depends on math placements score

January

FP-290	Field Period	3

Spring

BIO-234	Cell and Developmental Biology†	4
CHM-207	Organic Chemistry II†	4
MAT-XXX	Math [if not exempt]	4
	Gen Ed: Cross Cultures (CC)	3

MAT-XXX: Mathematics course depends on math placements score

Junior Year 2017-18

Fall

BIO-380	Biostatistics†	3
ENV-390	Junior Seminar in Natural Science†	3
PHY-201	General Physics I†*	4
ENV-370	Botany†	4

January

ENV-490	Environmental Science Field Period	3

Spring

BIO-318	Genetics†	4
ENV-351	Advanced Environmental Science†	4
ENV-331	Ornithology†	4
PHY-202	General Physics II†*	4

Senior Year 2018-19

Fall

	Gen Ed: Verbal Arts (VA)	3
	BIO/CHM/ENV 3XX or 4XX*	3-4
	OR	
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Our Cultures (OC)	3

	Gen Ed: Self and Individual (SI)	3

**One BIO/CHM/ENV course at the 300 level or above is required.*

January

FP-290	Field Period	3

Spring

ENV-337	Ecology and Evolution†	4
ENV-450	Senior Seminar in Natural Science†	2
	BIO/CHM/ENV 3XX or 4XX*	3-4
	OR	
	Gen Ed: Fine/Performing Arts (FP)	3
	Gen Ed: Ethical Inquiry (EI)	3

**One BIO/CHM/ENV course at the 300 level or above is required.*

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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 Clinical Laboratory Technology Program approved by the American Society of Clinical Pathologists. Satisfactory completion of the work in any program approved by the American Society of Clinical Pathologists fulfills the clinical requirements. Most Keuka students matriculate into the Clinical Laboratory Technology Program at the Rochester General Hospital , with whom we have a 3 + 1 affiliation agreement. Students are admitted to the RGH 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 for their college coursework.

Medical Technology, Bachelor of Science

MEDTECH.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	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

Complete one of the following:

BIO-310	Immunology†	3
BIO-342	Mammalian Anatomy†	4
BIO-351	Vertebrate Physiology†	4
BIO-353	Cell and Molecular Biology	4
CHM-315	Analytical Chemistry†	4
CHM-328	Introduction to Physical Chemistry†	4
CHM-320	Advanced Biochemistry†	4

Complete one of the following:

INS-301D	Integrative Studies: Values and Ethics†*	3
PHL-115	Ethics†*	3

Clinical Requirement

One year at an approved school of medical technology for 34 credits.
NOTE: ONE Field Period is waived because of experiential nature of the clinical requirement.

Field Period: See NOTE above

See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. Students may also refer to the Keuka College Record that can be found at www.keuka.edu.

Four Year Sequence Medical Technology

Class of 2019

One of these distribution areas must include an INS 301 course: Gen Ed: Ethical Inquiry (EI) or Self and Individual (SI).

Freshman Year 2015-2016

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3

FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: If not exempt

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4
ENG-112	College English II†*	3
FYE-140	Wellness†*	3

CHM-112: MAT-102 is a prerequisite for CHM-112

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
	Gen Ed: Our Cultures (OC)	3
PHL-115	Ethics†*	3
	OR	
INS-301	Integrative Studies (topic)*	3

PHL-115, INS-301: Ethical Inquiry One of these distribution areas must include an INS 301 course.

January

FP-290	Field Period	3

Spring

CHM-207	Organic Chemistry II†	4
BIO-234	Cell and Developmental Biology†	4
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Cross Cultures (CC)	3

Junior Year 2017-18

Fall

CHM-310	General Biochemistry†	4
BIO-390	Junior Seminar in Natural Science†	3
BIO-380	Biostatistics†	3
	Gen Ed: Self and Individual (SI)	3
	Gen Ed: Verbal Arts (VA)	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Fine/Performing Arts (FP)	3
BIO-318	Genetics†	4
BIO/CHM	BIO/CHM Selective	4
	Gen Ed: Community and Society (CS)	3

BIO/CHM Selective: Complete ONE of the following courses: BIO-310, BIO-351, BIO-353, CHM-328, CHM-315, CHM-320

Senior Year 2018-19
Successful completion of one year in a Medical Technology Program Approved by ASCP. (34 Credits) Fourth Field Period requirement is waived.

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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.

Mathematics, Bachelor of Arts

MATH.BA

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

MAT-103	Elem 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

Complete one additional mathematics course above the 300-level approved by Math faculty:

See advisor for course information

Field Period:

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

General Electives: (as needed)

See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information
See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 90 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Mathematics

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Ethical Inquiry (EI) or Our Cultures (OC).

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-105	Pre-Calculus†*	3
FYE-140	Wellness†*	3
MAT-103	Elem Probability and Statistics†*	3

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
MAT-106	Calculus I†*	4
	Gen Ed: Cross Cultures (CC)	3
	Gen Ed: Verbal Arts (VA)	3

Sophomore Year 2016-17

Fall

	General Elective	3
MAT-207	Calculus II†	4
MAT-245	Transition to Abstract Mathematics†	3
PHY-201	General Physics I†*	4
	Gen Ed: Fine/Performing Arts (FP)	3

January

FP-290	Field Period	3

Spring

MAT-210	Calculus III†	4
MAT-230	Linear Algebra†	3
PHY-202	General Physics II†*	4
	General Elective	3

Junior Year 2017-18

Fall

	Gen Ed: Ethical Inquiry (EI)	3
	General Electives	6
MAT-321	Differential Equations†	3
MAT-361	Real Analysis†	3

January

FP-290	Field Period	3

Spring

	Gen Ed: Our Cultures (OC)	3
MAT-3XX		
	OR	
	General Elective	3
	Gen Ed: Self and Individual (SI)	3
	General Electives	6

MAT-3XX : One additional Elective at 300+ level: MAT-350, MAT-309, or an extra MAT-405 (with different topic)

Senior Year 2018-19

Fall

MAT-330	Abstract Algebra†	3
	Gen Ed: Community and Society (CS)	3
	Liberal Arts Electives	3
	General Elective	3

January

FP-290	Field Period	3

Spring

MAT-3XX		
	OR	
	General Elective	3
MAT-405	Senior Seminar†	3
	Liberal Arts Electives	3
	General Elective	3

MAT-3XX : One additional Elective at 300+ level: MAT-350, MAT-309, or an extra MAT-405 (with different topic)

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

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, (p.)” as described in the education section.

Mathematics Minor

MINOR.MATMIN

Minor Requirements

Complete all of the following:

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 another 3 credit Math course at or above the 300-level:

MAT-230	Linear Algebra†	3
	See advisor for course information	

Complete 3 additional credits in Math at or above the 300-level:

	See advisor for course information	

Field Period:

* Students must complete a Field Period in the area of their minor.

	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Applied Mathematics Minor

MINOR.MATAPMIN

Minor Requirements

Complete all of the following:

MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-210	Calculus III†	4

Complete one of the following courses:

MAT-103	Elem Probability and Statistics†*	3
BIO-380	Biostatistics†	3

Complete two of the following:

MAT-230	Linear Algebra†	3
MAT-321	Differential Equations†	3
MAT-309	Probability†	3

Field Period:

* Students must complete a Field Period in the area of their minor.

	See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 21 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits
- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

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

Clinical science is a 3+1 program that provides entry into the New York Chiropractic College (NYCC) and grants the Bachelor of Science degree from Keuka College. Students in this program will complete their first three years at Keuka. After three years, a student can be admitted to NYCC. Transfer of credit for first-year courses from the Chiropractic College back to Keuka College will complete the BS degree. A minimum GPA of 3.0 is required for admission into the New York Chiropractic College, with a minimum grade of C in science courses. A student who begins the clinical science major but does not enter the chiropractic program can complete the fourth year at Keuka College and earn a BA in Biology.

Clinical Science, Bachelor of Science

CLINICALSCI.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

Complete all of the following:

BIO-135	Cells and Organisms†	4
BIO-136	Organisms and Environment†	4
BIO-207	Microbiology†	4
BIO-234	Cell and Developmental Biology†	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
MAT-106	Calculus I†*	4
PHY-201	General Physics I†*	4
PHY-202	General Physics II†*	4
PSY-101	Introductory Psychology†*	3

Complete one of the following:

BIO-318	Genetics†	4
BIO-343	Neuroanatomy and Physiology†	4

Complete one of the following:

BIO-342	Mammalian Anatomy†	4
BIO-351	Vertebrate Physiology†	4

Senior year at NY Chiropractic College

Complete 30 credits with a grade of C or higher from the following courses:
*** One Field Period is waived with this option.**

ANA-6102	Cell & Tissue Biology	5
ANA-6104	Neuroscience I	5
ANA-6105	Gross Anatomy I	5
ANA-6204	Gross Anatomy II	5
ANA-6205	Neuroscience II	5
ANA-6304	Gross Anatomy III	5
AST-6304	Basic Human Nutrition I	2
BCH-6101	Principles of Biochemistry	3
BCH-6203	Biochemistry Nutrition/Met	2
MPH-6301	Clinical Microbiology	4
PHY-6201	System Physiology	5

Field Period: (one Field Period is waived if option 1 is chosen above)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

General Electives: (as needed)

	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Clinical Science

(Score of 2, 3 or 4 on the Math Placement Exam)

Class of 2019

One of these distribution areas must include an INS-301 course: Gen Ed: Our Cultures (OC).

Freshman Year 2015-16

Fall

BIO-135	Cells and Organisms†	4
CHM-111	General Chemistry I†*	4
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
MAT-102	College Algebra†*	3

MAT-102: if not exempt

January

FP-290	Field Period	3

Spring

BIO-136	Organisms and Environment†	4
CHM-112	General Chemistry II†*	4
ENG-112	College English II†*	3
FYE-140	Wellness†*	3
MAT-105	Pre-Calculus†*	3

MAT-105: if not exempt

CHM-112: MAT-102 is a prerequisite for CHM-112

Sophomore Year 2016-17

Fall

BIO-207	Microbiology†	4
CHM-206	Organic Chemistry I†	4
	Gen Ed: Fine/Performing Arts (FP)	3
MAT-106	Calculus I†*	4

January

FP-290	Field Period	3

Spring

BIO-234	Cell and Developmental Biology†	4
CHM-207	Organic Chemistry II†	4
	Gen Ed: Ethical Inquiry (EI)	3
PSY-101	Introductory Psychology†*	3
	Gen Ed: Cross Cultures (CC)	3

Junior Year 2017-18

Fall

CHM-310	General Biochemistry†	4
PHY-201	General Physics I†*	4
BIO-390	Junior Seminar in Natural Science†	3
BIO-343	Neuroanatomy and Physiology†	4
	OR	
	Gen Ed: Verbal Arts (VA)	3

BIO-343: Choose either BIO-343 or BIO-318.

January

FP-290	Field Period	3

Spring

BIO-318	Genetics†	4
	OR	
	Gen Ed: Verbal Arts (VA)	3
PHY-202	General Physics II†*	4
BIO-342	Mammalian Anatomy†	4
	OR	
BIO-351	Vertebrate Physiology†	4
	Gen Ed: Our Cultures (OC)	3
	Gen Ed: Community and Society (CS)	3

BIO-318: Choose either BIO-343 or BIO-318.

Senior Year 2018-19

Successful completion of one year at the New York Chiropractic College (30 credits). Fourth Field Period requirement is waived. Student will graduate with a B.S. degree in Clinical Science.

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Nursing

Chair: Debra Gates, DNP, NP-C

The Bachelor of Science in nursing curriculum is designed for registered nurse (RNs) who have an associate degree in nursing and wish to advance their careers in health care. Nurses with a B. S. degree are instrumental in planning and management, establishing standards of performance and participating in health care projects. A bachelor's degree in nursing is required for acceptance into graduate-level nursing programs. The program extends beyond the clinical aspects of nursing to provide a background in patient education, health promotion, and technology integration. We'll help you explore essential theories such as genetics, community health, epidemiology and health care across the lifespan. With a classroom-based format and experienced nursing faculty, you'll enhance personal goals, increase earnings and improve job security. Throughout the program, you'll be asked to experience a new nursing area of your choosing for the course titled Field Period™, allowing you to practice in new ways with new skills of the baccalaureate prepared nurse. Upon graduation, students are prepared to specialize in a variety of areas, including community health, outpatient medicine, military health, school health, home care, acute care or specialty services.

The undergraduate nursing program consists of 34 credits. Students attend class one night a week for 4 hours. There is one week between each course that allows for the completion of the previous course and preparation for the next course. Additionally, one-week breaks are observed on the following holidays: Independence Day, Thanksgiving, Christmas and New Year's Day.

The nursing curriculum is based primarily on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008). This document highlights the core knowledge and skills necessary to address the needs of professional nursing practice in the 21st century. This core knowledge and the accompanying skill sets are incorporated into both the didactic and clinical coursework. Aligned with this AACN document are the criteria elaborated by the Commission on Collegiate Nursing Education (CCNE). Curriculum development is also guided by the ideas contained in three publications of the American Nurses Association (ANA): *Standards of Clinical Nursing Practice* (2010); *Code for Nurses with Interpretive Statements* (2008); and *Nursing: A Social Policy Statement* (2010).

Philosophy of Keuka College Division of Nursing Core Values

The core values represent the philosophical beliefs inherent in the Keuka College baccalaureate nursing program, "Nursing In Partnership with Communities." These core values as program goals are described as follows:

- Prepares students to appreciate the broad spectrum of diversity across the human family and to value difference, interacting with each person, family, group, or community with non-judgmental openness, caring and empathy.
- Prepares students to practice professional nursing utilizing critical thinking, creativity, advanced communication skills, and skillful nursing interventions, grounded in nursing process and building on a broad foundation of knowledge from the physical and behavioral sciences and the humanities.
- Provides professional preparation and role socialization to promote the development of competent, humanistic oriented nurses capable of assuming the increasingly autonomous roles required by nurses.
- Encourages students to engage in experience-based practice, combining the "doing" of action with the "knowing" of theory to develop strategies to meet the emerging health care needs of an increasingly complex, global society.
- Facilitates interaction among students, teachers, and clients, to enhance learning and to assist students in recognizing the need for continuous lifelong personal growth as integral to building the foundation for advanced study in nursing.
- Prepares professional nurses to provide a socially significant service to clients within the rapidly changing socio-cultural environments that contribute to ongoing learning and development of both caregiver and service recipient and that are influenced by economic, technical, legal, political and ethical imperatives.
- Forges community partnerships across other health care agencies and care-givers in this rural community utilizing skills that can be applied in other settings and that are research-based, multidisciplinary, client centered, and cost effective.

Organizational Framework for the Keuka College Nursing Programs

Communication: Communication includes written, oral and computational modes with all client groups, peers, and the general public. Of prime importance in the communication process is the ability to understand and to be understood. The nurse attempts to gain access to the client's perceptions, values, attitudes, and beliefs regarding his/her health status. Entering the client's world, the nurse attempts to understand the client's perceptions of his/her health status from the inside. This intervention strategy also includes an appreciation for diversity in terms of such factors as age, gender, ethnic, religious, and cultural values as well as level of education

Critical Thinking: Critical thinking is the ability to think constructively and creatively; to effectively identify and solve problems by analyzing, integrating and synthesizing information and experience; to critique outcomes and to value different ways of knowing. This is another important dimension of professional nursing practice. In client care situations, critical thinking is elaborated by the use of nursing process. First, assessment data is collected. Second, as data patterns emerge, nursing diagnoses are assigned. The nursing diagnoses drive the development of a plan, which is implemented, then evaluated. The last step involves use of the evaluation data to either continue or to revise the plan. This seemingly linear process as just described obscures the fact that critical thinking has many more sophisticated dimensions which nurses encounter as they engage in practice over time. For example, while the less experienced nurse may depend heavily on the use of nursing process, the more skilled clinician might quickly move to the problem cause without being deterred by considering data that, while important, are tangential to the major offending problem. As the ability to think critically advances, nurses also learn to question their "taken for granted" beliefs about how the world works. We assume clients will take their prescribed medications. In cases where they do not, nurses are accustomed to checking their assumptions that these clients had the ability and the willingness to follow their treatment regimes. Thinking critically involves this sort of reality checking.

Another dimension of critical thinking involves the transfer of knowledge and skills from one care context to another. For example, skills learned in the intensive care unit of a hospital are transferred to a home care situation where the client is receiving several IV medications, is on a mechanical ventilator, and is being nourished by tube feedings. The ability "to think on one's feet" is an essential hallmark of professional nursing practice.

Experiential Learning: Experiential learning is a core value of both Keuka College and of the Division of Nursing. It is not only the basis of the unique Field Period at Keuka, but it is also the mortar which binds together the bricks of learning from both inside and outside of the classroom. Experiential learning involves the practical application of theoretical material in a real-world learning situation. It is learning by doing wherein the theoretical elements become an integral part of the doing. In the broadest sense, all learning is experiential. However, actions that are informed by theory encourage a progressive learning process that leads to increased levels of expertise over time. By contrast, doing which is not informed by knowing may not lead to advancing expertise. These differences can be captured euphemistically as "having 20 years of experience versus having the same experience for 20 years." One special type of experiential learning is service learning. In the service-learning model, both the nurse and the client learn through their mutual experience, and both parties benefit in varying ways. The client benefits directly through receiving care. Through personal introspection and reflection, the nurse learns about her/himself as the caregiver and about how to use and to perfect his/her talents and skills to be ever more successful in caring for clients.

Mission

Nursing courses, built on a liberal arts base, prepare the student with the nursing knowledge and skills necessary for nursing practice in a variety of community-based settings.

Vision

To model professional nursing practice, which focuses on health, and dignifies human differences

Core Values

The core values represent the philosophical beliefs inherent in the Keuka College baccalaureate nursing program, "Nursing In Partnership with Communities."

Program outcomes:

Commitment to diversity - role modeling the integration of values which respect human differences and are marked by openness, caring, and empathy.

Communication ability - proficiency in written, oral and computational communication with all client groups, peers, and the general public.

Effective thinking ability - use of creativity and critical thinking to enhance client outcomes across a variety of health care settings.

The use of therapeutic nursing interventions – client focused actions based on scientific rationale and/or current accepted standards of practice that are executed to affectively and effectively benefit clients.

Commitment to experiential learning - the ability to integrate the "knowing" of theory and the "doing" of action to develop strategies for care-giving as well as growth in all areas of living.

Personal and professional development - the ability to articulate a plan for continued personal and professional lifelong growth that considers evolving social values in an increasingly complex global society.

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:

- The need for additional credits for the degree completion is not to exceed 18 credit hours. For nursing, the maximum 18 credit hours 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.

BS in Nursing 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.

Nursing (ASAP), Bachelor of Science

Hegis number 1203.10-B.S.

See General Education Requirements (p.)

Nursing students must receive a grade of C or better in all major and pre-requisite coursework. A minimum cumulative GPA of 2.50 is required in the nursing program.

Program Requirements

Pre-Requisite Requirements

BUS-320	Intro Research and Analysis/Statistics†	4
PHL-115	Ethics†*	3

Major Course Requirements

Courses may not always follow this order.

INS-301H	Is: Adult Learning Theory and Practice†	3
NUR-316	Nursing History	1
NUR-317	Professional Development in Nursing	1
NUR-315	Nursing Research	3
NUR-300	Health Assessment	3
NUR-311	Genetics in Nursing	3
NUR-309	Family Health Nursing	3
NUR-303	Epidemiology	2
NUR-415	Community Health Nursing	4
NUR-400	Business Planning for Healthcare	3
NUR-425	Nursing Leadership	3
NUR-430	Professional Practice Issues	2
NUR-491	Senior Nursing Field Period	3

Total Major Credits: 34 Credits

**New York State requires 60 liberal arts credits for a Bachelor of Science degree. After completing the major requirements, students have one year to complete all other requirements. This evaluation is intended for use as a pre-admission advisement tool. Current major requirements are available through your student portal. Graduation clearances are completed through the student portal as well. Should you have any questions about your evaluation on the portal, please contact your student advisor.

Nursing, Master of Science

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 38 credits, 26 core content and 12 in the educational component. The last class requires the presentation of an evidence-based practice action research project proposal.

The nursing curriculum is based primarily on The Essentials of Master's Education (American Association of Colleges of Nursing, 2011). This document highlights the core knowledge and skills necessary to address the needs of professional nursing practice in the 21st century. This core knowledge and the accompanying skill sets are incorporated into both the didactic and clinical coursework. Aligned with this AACN document are the criteria elaborated by the Commission on Collegiate Nursing Education (CCNE).

Philosophy of Keuka College Division of Nursing
Master's in Nursing Program
An Integral Philosophy of Nursing

The Keuka College Division of Nursing is committed to providing an education in nursing that will culminate in practitioners who are strong in conviction, deep in knowledge, excellent in skill, appreciative of the collective nature of the universe, and well poised to lead in a world organized by multiple complex systems. The Division Philosophy is based in a holistic paradigm that recognizes four areas of experience which together, make up the whole. These four areas encompass the experience of the self as an individual, the self as it relates to another, the self as a part of a group, and the self in relation to social and organizational systems. By recognizing these four separate yet overlapping perspectives, the whole is understood as more than the sum of the individual parts. We believe that this integrated nursing perspective based in holism leads to greater awareness of self and others, along with an appreciation of the interconnection of the individual or population within the environment. The integration of these perspectives provides the basis for the nurse to fully develop the self, to relate fully and deeply with others, to practice appreciation across all cultures, and to emerge as a leader of systems change. We believe these characteristics are the hallmark of an integral nursing theory of nursing practice.

Mission

To prepare the exemplary nurses of the future by expanding their concept of self and others and their understanding of the interconnectedness of professional nursing and the world.

Vision

To be renowned as a global leader in nursing education..

With this vision in mind, the program is designed to produce future nursing educators in order to address the ongoing nursing shortage. Nursing educators are in high demand across clinical and academic settings.

Values

1. **Clinical Excellence:** Highly competent and compassionate clinicians delivering safe and effective care that is evidence based and holistic.
2. **Self Awareness and Resilience:** Self appraisal and introspection involving honest evaluation of one's own thoughts, emotions, perceptions and actions in the interconnected universe, along with considered action aimed at nurturing and sustaining one's physical, mental, spiritual and social well being.
3. **Transformational Leadership:** A dynamic and creative organizational systems approach to nursing initiatives in the global healthcare arena, encompassing a coordinated and inspired power of influence in policy-making and regulation, delegation, diplomacy, ethics, and intercultural/interdisciplinary team work.
4. **Scholarship:** Exemplifies the character and qualities of a scholar through demonstration and application of deep and relevant knowledge, skilled inquiry, and clear and authoritative discourse. Nursing scholarship is attained through focused study, clinical experience and academic achievement.
5. **Personal, Professional, and Social Responsibility:** Commitment to holding one's self to the highest standards of behavior with a strong focus on application of personal morals, professional knowledge, and social ethics to benefit the individual and society as a whole.
6. **Holism and an Integrated World View:** The ability to consistently see the world in its totality without reducing it to the level of individual systems, along with understanding that the totality is generally greater than the sum of its parts.
7. **Compassionate Caring:** Intentional, meaningful and coherent action of caring for individuals, communities and populations with the deliberate intent to consciously acknowledge others' distress along with a desire to alleviate that distress.

Graduate Outcomes

1. Take actions aimed at improving the diverse health care system through the delivery, education, and administration of relationship-based, compassionate and culturally sensitive care.
2. Utilize research that is both evidence- based and value based to assure the delivery of high quality, cost effective professional nursing interventions.
3. Demonstrate competency in nursing informatics to expand nursing knowledge base as educators or administrators of nursing care.
4. Build interdisciplinary community health care service learning partnerships to resolve mutually identified health related problems.

5. Expand the use of experiential learning in advanced nursing practice.
6. Acquire competency in nursing education at an advanced level.
7. Commit to life-long personal and professional development.

The M.S. in nursing prepares graduates for positions in:

- Schools of nursing at community colleges, hospitals and universities
- Staff development departments in patient care centers, health care organizations, home health organizations, seminar companies and professional membership organizations

Keuka's nursing students will examine how evidence-based research is used to care for patients across the lifespan, explore options for improving the global health care system and delve into the specialty educator's track. During the program, students will participate in an internship designed by the student and in collaboration with the nursing faculty adviser. This begins with educator-track specialty courses and culminates in a capstone professional seminar course.

The program is offered in the evening. Classes are taught in a manner that is conducive to learning for adults. Cohorts creating an atmosphere of shared family, career and age interest develops camaraderie among adult students. Adult students who succeed in ASAP are self-directed and goal-oriented individuals.

Applicants must have a baccalaureate degree from an accredited nursing program, a minimum GPA of 3.3, 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.

MSN Progression Policy

In keeping with the graduate curriculum graduation policy requirement of a GPA of 3.0, the Keuka College Division of Nursing set the following guideline to assure student information needs are met as well as plans for improvement developed for students at risk for failing to meet this GPA. Guideline:

1. Students achieving a grade of less than a B for any course will be counseled by their academic advisor and a plan for improvement will be jointly developed. This plan will include notice by academic warning.
2. Students with a GPA below 3.0 at any point in the program may be dismissed from the program or placed on probationary status.
3. Due to the need for the successful completion of core and practicum courses, students must pass each course in sequence in order to progress in the program. Extenuating circumstances may be considered on an individual basis by the nursing division faculty.

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

Nursing with a concentration in Nursing Education, Master of Science

Required Courses

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

NUR-500	Organizational & Systems Leadership	3
NUR-510	Nursing Theory and Research	4
NUR-520	Nursing Informatics	3
NUR-530	Health Care Policy: Advanced Prac Nurse	3
NUR-550	Advanced Health Assessment	3

NUR-560	Advanced Pathophysiology	4
NUR-570	Advanced Pharmacology	3
NUR-620	Philosophy/Theories Teaching/Learning	3
NUR-630	Teaching/Learning Environ/Governance	3
NUR-640	Teaching/ Learning Methods	3
NUR-710	Education Internship	3
NUR-750	Professional Seminar/Capstone	3

Total credits: 38

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

Gerontology Minor

Interdisciplinary Minor in Gerontology

MINOR.GERON

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.

Minor Requirements

Complete all of the following:

GRN-101	Intro to Social Gerontology†	3
GRN-301	Perspectives on Aging†	3
SOC-344	Sociology of the Family†	3

Complete one of the following:

NUR-311	Genetics in Nursing	3
GRN-220	Issues in Death and Dying†	3
GRN-399	Independent Study†	1.00-3.00
OCC-353	Occupational Development:Old/Adults	3
OCC-363	Occupational Dysfunction in Older Adult	3
PSY-251	Psychology of Adulthood and Aging†	3
GRN-201	Sociology of Aging†	3

Complete one additional 3 credit course related to gerontology and approved by your advisor:

See advisor for course information

Field Period:

* Students must complete a Field Period in Gerontology after GRN-101 & GRN-301.

See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 15 credits
- Achieve a cumulative GPA of 2.00
- Achieve a minor GPA of 2.00
- Complete one field period in the minor area, for an additional 3 credits

- Complete the minor requirements
- At least 1/3 of the coursework completed at Keuka College

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

Nursing Adult/Gerontology Primary Care Nurse Practitioner, Master of Science

M.S. in Nursing-Adult Gerontology Primary Care Nurse Practitioner

The Adult Gerontology Nurse Practitioner program is a 42 credit program of study which prepares the RN student with a Bachelors Degree in Nursing for entry into Advanced Practice as an Adult/Gerontology Primary Care Nurse Practitioner. The program of study prepares the student to be employed as an advanced practice registered nurse in a variety of primary care settings serving all ages of adults. Upon successful completion of the program, the student will be prepared to take the American Nurse Credentialing Center or American Academy of Nurse Practitioners national certification examination for Advanced Practice – Adult/Gerontology Primary Care Nurse Practitioner.

The classroom sessions of the program will meet weekly in an accelerated format. Courses will be completed one at a time. During the clinical courses in year two, the course time is lengthened in the schedule in order to complete the required total clinical hours. The Division of Nursing program manager will facilitate placement in clinical sites often close to your home.

The faculty designed classroom, digital, and clinical learning experiences to prepare the student to address the health needs of the adult and geriatric populations. A holistic approach to promote health and manage health deviations of adult clients in the primary care setting is the basis of the program plan of instruction. Students will complete the foundational core Master's in Nursing course work which prepare them for interesting and meaningful clinical experiences. The concept of health will be examined through several lenses in order for students to fully realize the impact of health deviations on the patient within the family and community. Students will be immersed in interdisciplinary collaboration as they use evidence-based practice in the clinical setting to gain the knowledge, skills, and attitudes necessary for excellence in advanced nursing practice.

The program is offered in the evening. Classes are taught in a manner that is conducive to learning for adults. Cohorts creating an atmosphere of shared family, career and age interest develops camaraderie among adult students. Adult students who succeed in ASAP are self-directed and goal-oriented individuals.

The nursing curriculum is based primarily on *The Essentials of Master's Education* (American Association of Colleges of Nursing, 2011). This document highlights the core knowledge and skills necessary to address the needs of professional nursing practice in the 21st century. This core knowledge and the accompanying skill sets are incorporated into both the didactic and clinical coursework. Aligned with this AACN document are the criteria elaborated by the Commission on Collegiate Nursing Education (CCNE). Curriculum development is also guided by *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012].*

Philosophy of Keuka College Division of Nursing
Master's in Nursing Program
An Integral Philosophy of Nursing

The Keuka College Division of Nursing is committed to providing an education in nursing that will culminate in practitioners who are strong in conviction, deep in knowledge, excellent in skill, appreciative of the collective nature of the universe, and well poised to lead in a world organized by multiple complex systems. The Division philosophy is based in a holistic paradigm that recognizes four areas of experience which together, make up the whole. These four areas encompass the experience of the self as an individual, the self as it relates to another, the self as a part of a group, and the self in relation to social and organizational systems. By recognizing these four separate yet overlapping perspectives, the whole is understood as more than the sum of the individual parts. We believe that this integrated nursing perspective based in holism leads to greater awareness of self and others, along with an appreciation of the interconnection of the individual or population within the environment. The integration of these perspectives provides the basis for the nurse to fully develop the self, to relate fully and deeply with others, to practice appreciation across all cultures, and to emerge as a leader of systems change. We believe these characteristics are the hallmark of an integral nursing theory of nursing practice.

Mission

To prepare the exemplary nurses of the future by expanding their concept of self and others and their understanding of the interconnectedness of professional nursing and the world.

Vision

To be renowned as a global leader in nursing education..

With this vision in mind, the program is designed to produce future Advanced practice nurses in order to address the ongoing shortage. Advanced practice nurses are in high demand across clinical and academic settings.

Values

1. **Clinical Excellence:** Highly competent and compassionate clinicians delivering safe and effective care that is evidence based and holistic.
2. **Self Awareness and Resilience:** Self appraisal and introspection involving honest evaluation of one's own thoughts, emotions, perceptions and actions in the interconnected universe, along with considered action aimed at nurturing and sustaining one's physical, mental, spiritual and social well being.
3. **Transformational Leadership:** A dynamic and creative organizational systems approach to nursing initiatives in the global healthcare arena, encompassing a coordinated and inspired power of influence in policy-making and regulation, delegation, diplomacy, ethics, and intercultural/interdisciplinary team work.
4. **Scholarship:** Exemplifies the character and qualities of a scholar through demonstration and application of deep and relevant knowledge, skilled inquiry, and clear and authoritative discourse. Nursing scholarship is attained through focused study, clinical experience and academic achievement.
5. **Personal, Professional, and Social Responsibility:** Commitment to holding one's self to the highest standards of behavior with a strong focus on application of personal morals, professional knowledge, and social ethics to benefit the individual and society as a whole.
6. **Holism and an Integrated World View:** The ability to consistently see the world in its totality without reducing it to the level of individual systems, along with understanding that the totality is generally greater than the sum of its parts.
7. **Compassionate Caring:** Intentional, meaningful and coherent action of caring for individuals, communities and populations with the deliberate intent to consciously acknowledge others' distress along with a desire to alleviate that distress.

At the completion of the Master's in Nursing Adult Gerontology Primary Care Nurse Practitioner Program or the Post Master's Adult Gerontology Primary Care Nurse Practitioner Certificate Program, the graduate will:

- Actively engage in collaborative relationships for the purpose of advancing healthcare by promoting high-quality, cost-effective, holistic advanced nursing practice in diverse settings within health systems and the communities.
- Use evidence-based interventions, informatics, and educational strategies to promote, restore, maintain, and provide safe delivery of health care that is comprehensive and holistic.
- Demonstrate exemplary clinical reasoning skills as well as practical and theoretical knowledge in clinical practice.
- Synthesize knowledge to design, implement, and evaluate patient care and education as well as guide research.
- Integrate theory and practice through reflection, research translation, implementation, interdisciplinary collaboration, and leadership.
- Promote practice and education strategies that are respectful of diversity and are based on knowledge of the policies and political issues that influence the outcomes of care.
- Acquire advanced knowledge and skills in a specialized area of nursing in order to plan and initiate change in the delivery of population focused healthcare.
- Incorporate a commitment to life-long learning and competency in a specific advanced practice level functional role in nursing.

The M.S. in Adult Gerontology Primary Care Nurse Practitioner prepares graduates for positions in: Primary care outpatient settings serving adults in health system and community settings

- Providing clinical and didactic instruction in schools of nursing at community colleges, hospitals and universities

Applicants must have a baccalaureate degree from an accredited nursing program, a minimum GPA of 3.3, 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.

MSN Progression Policy

In keeping with the graduate curriculum graduation policy requirement of a GPA of 3.0, the Keuka College Division of Nursing set the following guideline to assure student information needs are met as well as plans for improvement developed for students at risk for failing to meet this GPA. Guideline:

1. Students achieving a grade of less than a B for any course will be counseled by their academic advisor and a plan for improvement will be jointly developed. This plan will include notice by academic warning.
2. Students with a GPA below 3.0 at any point in the program may be dismissed from the program or placed on probationary status.
3. Due to the need for the successful completion of core and practicum courses, students must pass each course in sequence in order to progress in the program. Extenuating circumstances may be considered on an individual basis by the nursing division faculty.

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.

Required Courses

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

NUR-500	Organizational & Systems Leadership	3
NUR-510	Nursing Theory and Research	4
NUR-520	Nursing Informatics	3
NUR-530	Health Care Policy: Advanced Prac Nurse	3
NUR-550	Advanced Health Assessment	3
NUR-560	Advanced Pathophysiology	4
NUR-570	Advanced Pharmacology	3
NUR-580	Eval of Adult/Ger Health for Adv Nurse	4
NUR-650	Primary Care for Adult/Gero Patient I	4
NUR-660	Primary Care for Adult/Gero Patient II	4
NUR-670	Adv Prac Nurse As Com Health Leader	4
NUR-750	Professional Seminar/Capstone	3

Total credits: 42

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

Adult/Gerontology Primary Care Nurse Practitioner Certificate

The Adult Gerontology Nurse Practitioner Post Masters certificate program is a 19 credit program of study which prepares the student with a Master's Degree in Nursing for entry into Advanced Practice as an Adult/Gerontology Primary Care Nurse Practitioner. The program of study prepares the student to be employed as an advanced practice registered nurse in a variety of primary care settings serving all ages of adults. Upon successful completion of the post MS certificate program, the student will be prepared to take the American Nurse Credentialing Center or American Academy of Nurse Practitioners national certification examination for Advanced Practice – Adult/Gerontology Primary Care Nurse Practitioner.

The classroom sessions of the program will meet weekly in an accelerated format. Courses will be completed one at a time. During the clinical courses the course time is lengthened in the schedule in order to complete the required total clinical hours. The Division of Nursing program manager will facilitate placement in clinical sites often close to your home.

The nursing curriculum is based primarily on *The Essentials of Master's Education* (American Association of Colleges of Nursing, 2011). This document highlights the core knowledge and skills necessary to address the needs of professional nursing practice in the 21st century. This core knowledge and the accompanying skill sets are incorporated into both the didactic and clinical coursework. Aligned with this AACN document are the criteria elaborated by the Commission on Collegiate Nursing Education (CCNE). Curriculum development is also guided by *Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2012]* .

The faculty designed classroom, digital, and clinical learning experiences to prepare the student to address the health needs of the adult and geriatric populations. A holistic approach to promote health and manage health deviations of adult clients in the primary care setting is the basis of the program plan of instruction. Students who have completed the foundational core Master's in Nursing course work are well prepared for interesting and meaningful clinical experiences. The concept of health will be examined through several lenses in order for students to fully realize the impact of health deviations on the patient within the family and community. Students will be immersed in interdisciplinary collaboration as they use evidence-based practice in the clinical setting to gain the knowledge, skills, and attitudes necessary for excellence in advanced nursing practice.

The program is offered in the evening. Classes are taught in a manner that is conducive to learning for adults. Cohorts creating an atmosphere of shared family, career and age interest develops camaraderie among adult students. Adult students who succeed are self-directed and goal-oriented individuals.

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Master's in Nursing Program
An Integral Philosophy of Nursing

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- Demonstrate exemplary clinical reasoning skills as well as practical and theoretical knowledge in clinical practice.
- Synthesize knowledge to design, implement, and evaluate patient care and education as well as guide research.
- Integrate theory and practice through reflection, research translation, implementation, interdisciplinary collaboration, and leadership.
- Promote practice and education strategies that are respectful of diversity and are based on knowledge of the policies and political issues that influence the outcomes of care.
- Acquire advanced knowledge and skills in a specialized area of nursing in order to plan and initiate change in the delivery of population focused healthcare.
- Incorporate a commitment to life-long learning and competency in a specific advanced practice level functional role in nursing.

The M.S. in nursing prepares graduates for positions in:

Primary care outpatient settings serving adults in health system and community settings

- Providing clinical and didactic instruction in schools of nursing at community colleges, hospitals and universities

Applicants must have a baccalaureate degree from an accredited nursing program, a minimum GPA of 3.3, 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.

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2. Students with a GPA below 3.0 at any point in the program may be dismissed from the program or placed on probationary status.
3. Due to the need for the successful completion of core and practicum courses, students must pass each course in sequence in order to progress in the program. Extenuating circumstances may be considered on an individual basis by the nursing division faculty.

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

Post-Master of Science in Nursing

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

NUR-580	Eval of Adult/Ger Health for Adv Nurse	4
NUR-650	Primary Care for Adult/Gero Patient I	4
NUR-660	Primary Care for Adult/Gero Patient II	4
NUR-670	Adv Prac Nurse As Com Health Leader	4
NUR-750	Professional Seminar/Capstone	3

Total credits: 19

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

Occupational Therapy

(Daisy Marquis Jones program in occupational therapy)

Chair: Vicki Smith, Ed.D, MBA, OTR/L, FAOTA.

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 consulting 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 3.00 or better,
- 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 (this includes academic and/or professional behavior). The division chair will document and notify the student regarding the conditions of academic and/or 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:

- Be in good standing within the division meeting all academic and professional behavior standards,
- 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.

Occupational Science, Bachelor of Science

OCC.SCI.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

GRADES OF C OR HIGHER ARE REQUIRED

MINIMUM GPA OF 3.0 IS REQUIRED FOR BACHELOR DEGREE

Complete all of the following:

BIO-102	Introduction to the Science of Life†*	4
BIO-221	Principles of Anatomy and Physiology†	4
BIO-222	Applied Anatomy†	4
BIO-343	Neuroanatomy and Physiology†	4
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 and Application	3
OCC-425	Occupations Across the Lifespan	3
OCC-430	Practice I: Clinical Competencies	3
OCC-431	Theory and Practice 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
PHL-115	Ethics†*	3
PSY-101	Introductory Psychology†*	3
PSY-123	Intro Human Development†*	3
PSY-336	Abnormal Psychology & Psychopathology†	3
SOC-101	Introduction to Sociology†*	3
SS-231	Statistics for Social Science†*	3
SS-232	Research Methods for Health Sciences†	3

Field Period:

OCC-491	Occupational Sci FP/FW I Traditional	1.5
OCC-492	Occupational Sci FP/FW I Emerging	1.5
	See advisor for course information	
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

See advisor for course information	
See advisor for course information	
See advisor for course information	
See advisor for course information	

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 3.00
- Achieve a major GPA of 2.00
- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Occupational Science

Undergraduate Course Requirements Class of 2019

** If an INS-301 course fulfills this general education requirement an additional 3 credit liberal arts course is required.

Freshman Year 2015-16

Fall

ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
FYE-140	Wellness†*	3
BIO-102	Introduction to the Science of Life†*	4
PSY-101	Introductory Psychology†*	3

January

FP-290	Field Period	3

Spring

ENG-112	College English II†*	3
OCC-120	Introduction to Occupational Therapy	3
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Verbal Arts (VA)	3
	Gen Ed: Fine/Performing Arts (FP)	3

Sophomore Year 2016-17

Fall

BIO-221	Principles of Anatomy and Physiology†	4
OCC-225	Occupational Science†	3
PHL-115	Ethics†*	3
PSY-123	Intro Human Development†*	3
	Gen Ed: Cross Cultures (CC)	3

January

FP-290	Field Period	3

Spring

BIO-222	Applied Anatomy†	4
SS-231	Statistics for Social Science†*	3
	INS or Liberal Art Elective	3
	Gen Ed: Our Cultures (OC)	3
PSY-336	Abnormal Psychology & Psychopathology†	3

Junior Year 2017-18

Fall

BIO-343	Neuroanatomy and Physiology†	4
SS-232	Research Methods for Health Sciences†	3
OCC-331	Pediatric Medical Conditions	3
OCC-332	Adult Medical Conditions	3
OCC-334	Professional Development I	1

January

FP-290	Field Period	3

Spring		
OCC-341	Pediatric Medical Application	4
OCC-342	Adult Medical Application	4
OCC-343	Mental Health Application	4
OCC-355	Theory Development and Application	3
OCC-335	Professional Development II	1
Senior Year 2018-19		
Fall		
OCC-441	Pediatric Community Application	4
OCC-442	Adult Community Application	4
OCC-443	Mental Health Community Application	4
OCC-430	Practice I: Clinical Competencies	3
OCC-434	Professional Development III	1
January		
OCC-491	Occupational Sci FP/FW I Traditional	1.5
OCC-492	Occupational Sci FP/FW I Emerging	1.5
Spring		
OCC-425	Occupations Across the Lifespan	3
OCC-460	Integration Lab Across the Lifespan	4
OCC-431	Theory and Practice II	3
OCC-455	Managerial Roles	3
OCC-435	Professional Development IV	1

Occupational Therapy, Master of Science

Required Courses

Completion of the following course work with a cumulative GPA of 3.00 or higher in all:

OCC-501	Level II Fieldwork	8
OCC-502	Level II Fieldwork	8
OCC-521	Scholarly Project I	3
OCC-522	Scholarly Project II	3
OCC-530	Theory and Practice III	4
OCC-555	Global Advocacy	3
OCC-560	Clinical Capstone	3

Total credits: 32

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

Social Work

Chair: Ed Silverman, PhD

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, traditional campus 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 determines 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. The coursework mirrors the campus courses.

There are no social work electives or Field Period. The experiential learning outcomes are met through the senior practicum and through the curriculum emphasis on experiential learning. Students in the ASAP program complete practicum for 16 hours per week and meet for seminar every other week for a four hour block. This is keeping in line with the format of the ASAP delivery system.

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

Students in the ASAP program complete practicum for 16 hours per week and meet for seminar every other week for a four hour block. This is keeping in line with the format of the ASAP delivery system.

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.

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.

Social Work, Bachelor of Science

SWK.WRK.BS

See General Education Requirements (p.)

See Four Year Sequence

Major Requirements

MINIMUM GRADE OF C IN COURSES

Complete all of the following:

BIO-202	Human Biology†*	4
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
PSY-101	Introductory Psychology†*	3
	OR	
PSY-123	Intro Human Development†*	3
SOC-101	Introduction to Sociology†*	3
SS-231	Statistics for Social Science†*	3
SWK-101	Introduction to Social Work	3
SWK-201	Social Welfare Policy and Services 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	General Social Work Practice II	3
SWK-332	Group Processes†	3
SWK-351	Generalist Social Work Practice III	3
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

Complete two of the following electives:

SWK-209	Perspectives in Early Chdhd Disabilities†	3
SWK-333	Gerontological Social Work	3
SWK-334	Evaluation Strategies in Human Services	3
SWK-250	Substance Abuse and Families†	3
SWK-331	Youth Services Delivery System	3
SWK-335	Organizational Awareness & Influence	3
SWK-336	Military Culture†	3

Field Period:

SWK-390	Junior Social Work Field Period	3
SWK-490	Senior Social Work Field Period	3
	See advisor for course information	
	See advisor for course information	

General Electives: (as needed)

	See advisor for course information
	See advisor for course information
	See advisor for course information
	See advisor for course information

* Also fulfills a General Education requirement; Cannot be counted twice in the credit total

† Liberal Arts Credit

- Complete a total of 120 credits
- Complete 60 Liberal Arts Credits
- Achieve a cumulative GPA of 2.00
- Achieve a major GPA of 2.5

- Complete one field period for each 30 Keuka College credits
- Complete the general education and major requirements
- Complete one INS-301 course
- Complete one laboratory science course

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

Four Year Sequence Social Work

Class of 2019

** One of these distribution areas must include an INS 301 course.

Freshman Year 2015-16

Fall		
ENG-110	College English I†*	3
FYE-101	Experiential Learning†*	1
PSY-123	Intro Human Development†*	3
SWK-101	Introduction to Social Work	3
FYE-140	Wellness†*	3
January		
FP-290	Field Period	3
Spring		
ENG-112	College English II†*	3
POL-120	American Government†*	3
	OR	
POL-130	State and Local Government†*	3
SOC-101	Introduction to Sociology†*	3
	Gen Ed: Fine/Performing Arts (FP)	3
SWK-201	Social Welfare Policy and Services I†	3

Sophomore Year 2016-17

Fall		
SS-231	Statistics for Social Science†*	3
SWK-211	Generalist Social Work Practice I	3
PSY-101	Introductory Psychology†*	3
	Gen Ed: Verbal Arts (VA)	3
	Liberal Arts Electives	3
January		
FP-290	Field Period	3
Spring		
BIO-202	Human Biology†*	4
SWK-220	Ethics and Diversity in Social Work†	3
SWK	Program Elective *	3
SWK	Program Elective *	3

Junior Year 2017-18

Fall

SWK-221	Human Behavior and Social Environment I	3
	Gen Ed: Cross Cultures (CC)	3
INS-301	Integrative Studies (topic)*	3
SWK	Program Elective *	3
SWK	Program Elective *	3

January

SWK-390	Junior Social Work Field Period	3

Spring

SWK-312	General Social Work Practice II	3
SWK-332	Group Processes†	3
SWK-302	Social Work Research Methods†	3
	Liberal Arts Electives	3

Senior Year 2018-19

Fall

SWK-351	Generalist Social Work Practice III	3
SWK-401	Social Welfare Policies and Services II	3
SWK-421	Human Behavior and Social Environment II	3
SWK	Program Elective *	3
	Liberal Arts Electives	3

January

SWK-490	Senior Social Work Field Period	3

Spring

SWK-450	Senior Practicum and Seminar	15

*- Students must complete 2 of the following courses: SWK-250, SWK-209, SWK-331, SWK-333, SWK-334, SWK-335, SWK-336

This document is provided as an advising tool. It may be necessary, at times, to change the sequencing of courses. It should not be considered as a contract between a student and Keuka College. The College reserves the right to make any changes deemed necessary and desirable.

Social Work (ASAP) Program

See General Education Requirements (p.)

Social Work Courses

Pre-Requisite Courses (offered online by Keuka College)

All credits counted as liberal arts

Note: a grade of C or higher must be earned in each class

BIO-202	Human Biology†*	4
BUS-320	Intro Research and Analysis/Statistics†	4
PSY-123	Intro Human Development†*	3
	OR	
PSY-101	Introductory Psychology†*	3
POL-120	American Government†*	3
	OR	

POL-130	State and Local Government†*	3

Major Coursework Requirements

20 credits count as liberal arts

Note: a grade of C or higher must be earned in each class

Courses may not always follow this order.

EXP-300	Foundations for Adult & Exp Learning†	1
ENG-300	College Writing for Transfer Students†	4
INS-301	Integrative Studies (topic)*	3
SWK-101	Introduction to Social Work	3
SWK-211	Generalist Social Work Practice I	3
SWK-221	Human Behavior and Social Environment I	3
SWK-201	Social Welfare Policy and Services I†	3
SWK-332	Group Processes†	3
SWK-220	Ethics and Diversity in Social Work†	3
SWK-302	Social Work Research Methods†	3
SWK-312	General Social Work Practice II	3
SWK-351	Generalist Social Work Practice III	3
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

In addition to the listed courses students are required to fulfill the Keuka College core requirements and New York state requirements of 60 liberal arts and science credits. Transfer credit is evaluated on a case-by-case basis prior to students being accepted into the social work program.

Total 120 credits

**New York State requires 60 liberal arts credits for a Bachelor of Science degree. After completing the major requirements, students have one year to complete all other requirements. This evaluation is intended for use as a pre-admission advisement tool. Current major requirements are available through your student portal. Graduation clearances are completed through the student portal as well. Should you have any questions about your evaluation on the portal, please contact your student advisor.

** Students must have a cumulative grade point average of 2.500 or higher to graduate. Note: all credit deficiencies must be completed before the start of SWK-450.

Master of Social Work

By choosing to earn a master's degree in social work, you've committed yourself to serving diverse, vulnerable, and oppressed communities in order to make a positive difference in the lives of others. As a profession, Social Work seeks to reduce social injustice, inequality, and discrimination, and alleviate the distressing effects of mental illness, trauma, and stressors of everyday life.

Why Earn an MSW?

An MSW degree is often required to provide therapy, supervision, expert court testimony, or to become a human service administrator, and advance your career. You'll be able to provide services to individuals, families, groups, and communities in a national and international setting.

Social Workers are educators, researchers, practitioners, and political leaders and can be found in hospital settings, nursing homes, correctional facilities, courtrooms, schools, child welfare and human service agencies, mental health clinics, primary care doctor offices, hospice homes, military bases, and all levels of government.

According to the U.S. Bureau of Labor Statistics, Social Work is one of the fastest growing careers, with employment openings expected to increase by 19% between 2012 and 2022. This rate is higher than the national occupational average. A Social Worker with a graduate degree can earn approximately $13,000 more a year than with a bachelor's degree, depending on type of work, experience, and geographic location.

Program Curriculum

The Advanced Standing MSW curriculum consists of **10 courses** (3 credits each except capstone, which is 4 credits), and **2 elective courses** (3 credits each) for a total of **35 credits.** In addition to these courses, students must complete **500 hours of field instruction** during the last two semesters of the program and concurrent with their coursework.

Students spend additional time outside of class to complete readings, assignments, case studies, online discussions, and group work.

Advanced Standing Requirements

If you've earned a bachelor's in social work from an accredited CSWE institution within the past 6 years, then you're eligible to apply to Keuka College's Advanced Standing MSW program.

Master of Social Work Advanced Standing

Required Courses

To earn the MSW degree, students must complete each of the following courses:

SWK-620	Advanced Ethics in SWP	3
SWK-670	Advanced Theory for SWP	3
SWK-615	Psychopathology	3
SWK-622	Scientific Inquiry in SWK	3
SWK-605	Clinical SWP with Individuals	3
SWK-635	Clinical SWP with Families	3
SWK-629	Adv Clinical SWP Seminar I	3
SWK-661	Social Welfare Policy	3
SWK	Elective	3
SWK	Elective	3
SWK-689	Advanced Clinical SWP Capstone	4
EXP-500	Foundations for Adult & Exp Learning†	1

Total Credits 35

To be eligible for the MSW degree, students must:

1. Have a **cumulative GPA of 3.0 or higher,**
2. A grade of **B or higher in each course,**
3. Complete a minimum of **500 hours of field practicum** (in conjunction with SWK-629 & SWK-689),
4. Complete a **master thesis paper,**
5. **Present their master thesis.**

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

Master of Social Work Two-Year Program

To earn the MSW degree, students must complete each of the following courses:

Foundation Curriculum

SWK-505	Practice I	3
SWK-535	Practice II	3
SWK-555	Practice III	3
SWK-510	Group Process	3
SWK-522	Research	3
SWK-520	Soc Wk Ethics & Applications in Divers	3
SWK-561	Social Policy Analysis	3
SWK-570	Human Behavior & the Social Environment	3

SWK-527	Foundation Seminar I	3
SWK-587	Foundation Seminar II	3

Advanced Standing Curriculum

SWK-535	Practice II	3
SWK-555	Practice III	3
SWK-510	Group Process	3
SWK-522	Research	3
SWK-520	Soc Wk Ethics & Applications in Divers	3
SWK-561	Social Policy Analysis	3
SWK-570	Human Behavior & the Social Environment	3
SWK-527	Foundation Seminar I	3
SWK-587	Foundation Seminar II	3
SWK	Elective	3
SWK-689	Advanced Clinical SWP Capstone	4
EXP-500	Foundations for Adult & Exp Learning†	1

Total Credits 65

To be eligible for the MSW degree, students must:

1. Have a **cumulative GPA of 3.0 or higher,**
2. A grade of **B or higher in each course,**
3. Complete a minimum of **900 hours of field practicum** (400 hours in conjunction with SWK-527 & SWK-587; 500 hours in conjunction with SWK-629 & SWK-689),
4. Complete a **master thesis paper,**
5. **Present their master thesis.**

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

Courses

ACC - Accounting

ACC 101 - Acct I: Intro to Financial Accounting (3)

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.

ACC 102 - Acct II: Intro Managerial Accounting (3)

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.

Prerequisite: Prerequisite: Complete ACC-101. (Required, Previous)..

ACC 201 - Intermediate Accounting I (3)

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.

Prerequisite: Prerequisites: Complete ACC-101 and ACC-102 with minimum grades of C. (Required, Previous)..

ACC 202 - Intermediate Accounting II (3)

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.

Prerequisite: Prerequisite: Complete ACC-201. (Required, Previous)..

ACC 295 - Introductory Topics in Accounting (1.00-3.00)

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.

ACC 301 - Cost Accounting I (3)

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.

Prerequisite: Prerequisites: Complete ACC-101 and ACC-102 with a minimum grades of C. (Required, Previous). | One statistics course and one college-level mathematics course are recommended. (Required, Previous)..

ACC 302 - Cost Accounting II (3)

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.

Prerequisite: Prerequisite: Complete ACC-301. (Required, Previous). | One statistics course and one college-level mathematics course are highly recommended. (Required, Previous)..

ACC 320 - Accounting for Non-Profit Organizations (3)

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.

Prerequisite: Prerequisite: Complete ACC-202. (Required, Previous)..

ACC 351 - Advanced Accounting (3)

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.

Prerequisite: Prerequisite: Complete ACC-202. (Required, Previous)..

ACC 399 - Independent Study (1.00-3.00)

For students with junior or senior standing and consent of the instructor.

ACC 401 - Auditing (3)

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.

Prerequisite: Prerequisite: Complete ACC-202. (Required, Previous)..

ACC 402 - Computer Auditing Applications (3)

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.

Prerequisite: Prerequisites: Complete ACC-401 and CMP-120. (Required, Previous)..

ACC 411 - Income Tax Accounting I (3)

This course is designed for all students who have completed the introductory accounting courses (ACC-101 ACC-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.

Prerequisite: Prerequisite: Complete ACC-102. (Required, Previous)..

ACC 412 - Income Tax Accounting II (3)

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; Subchapters; corporate distributions; organization, reorganization, or liquidation; tax on accumulated earnings; personal holding examples; and tax research.

Prerequisite: Prerequisite: Complete ACC-411. (Required, Previous)..

ACC 490 - International Accounting (3)

International accounting course is an examination of international accounting standards, worldwide accounting systems, international taxation, and covers topics of international transfer pricing and strategic accounting issues in mulinational corporations.

Prerequisite: Prerequisite: Complete ACC-102. (Required, Previous)..

ACC 495 - Advanced Topics in Accounting (1.00-3.00)

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.

E0

ACC ELE - Accounting Elective (1.00-30.00)

AEI - American English Interpreting

AEI 001 - Interpreting Internship Workshop ()

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 certified interpreters.

Prerequisite: Prerequisite: Complete AEI-265 and AEI-275. (Required, Previous)..

AEI 165 - English Transliteration (3)

An intenstive practical application of verbatim, paraphrase, and summary transliteration (English to English) using speech, text, and/ or manual cues.

Prerequisite: Prerequisite: Complete ENG-110 with a minimum grade of C. (Required, Previous)..

AEI 265 - Cross-Cultural Trans-Communication (3)

Introduction to the principles of linguistics and linguistic analysis: phonetics, phonology, morphology, syntax, semantics, discourse, pragmatics, and stylistics. This course provides a focus on cross-cultural mediation between deaf and hearing consumers as a foundation for translation and interpreting.

Prerequisite: Prerequsites: Complete ENG-112 and ASL-212 with minimum grades of C. (Required, Previous)..

AEI 275 - Translation Theory/Practice: ASL & ENG (3)

An introduction to the principles of text translation. Practical application of theory occurs through translations of various source texts and video recordings. Attention is given to form, meaning and sense with the goal of producing culturally appropriate target language texts with equivalent pragmatics as comparted to their source texts.

Prerequisite: Prerequisite: Complete ENG-112 and ASL-212 with minimum grades of C. (Required, Previous)..

AEI 295 - Introductory Topics in Interpreting (1.00-3.00)

An introductory study of a specific topic within Interpreting. Intended for freshmen and sophomores, or for students with little or no background in ASL-English Interpreting. The student may repeat the course, but not the topic.

AEI 365 - Consecutive Interpreting & Ethics (3)

An exploration of ethical and business practices within the interpreting profession. Practical application of theory occurs through consecutive interpretations of prepared and spontaneous source texts.

Prerequisite: Prerequisite: Complete AEI-265 and ASL-311 with minimum grades of C. (Required, Previous)..

AEI 374 - Deaf Community Field Period (3)

An off-campus education experience with exposure to an organization or long-term event that includes deaf people both as organizers and as consumers. The goals for the student should include areas of improved language fluency, cultural awareness, and cooperation in serving the goals of the deaf community. This field period must be evaluated by an ASL or AEI faculty member.

AEI 375 - Interpreting Specialized Settings (3)

An exploration of the use of translation, consecutive interpreting and simultaneous interpreting between ASL and English within various settings. Emphasis is on religious, performing arts, medical, psychological, legal and educational contexts. Attention is given to the register variation and technical vocabulary peculiar to each area. Lab hours focus on practical interpreting simulations.

Prerequisite: Prerequisite: Complete AEI-275 and ASL-311 with minimum grades of C. (Required, Previous)..

AEI 399 - Independent Study (1.00-3.00)

The AEI course prefix was added in May of 2013. No provision was made for an independent study course. This proposal creates the AEI 399 course in order to allow independent study options for ASL-English Interpreting students.

AEI 425 - DeafBlind Interpreting (2)

This course explores practical considerations and interpreters working with Deaf-Blind consumers. Topics include linguistic modifications for tactile and restricted field communication.

Prerequisite: Prerequisite: Complete AEI-375 and ASL-312 with minimum grades of C. (Required, Previous)..

AEI 465 - Simultaneous Interpreting & Research (3)

An intensive exploration of historical and contemporary theories and research on the interpreting process. Practical application of theory occurs through interpretations of various source texts and video recordings.

Prerequisite: Prerequisite: Complete AEI-365 and ASL-312 with minimum grades C. (Required, Previous)..

AEI 474 - Interpreting Field Period (3)

An off-campus education experience with exposure to interpretation between deaf and hearing consumers using American Sign Language and English. The supervisor must be a Certified Interpreter (RID and/or NAD). This field period must be evaluated by an ASL or AEI faculty member.

AEI 485 - Interpreting Internship (12)

A practical experience in approved settings at which the student will interpret under the guidance and supervision of on-site interpreter mentors vertified by the Registry of Interpreters for the Deaf, Inc. (RID) or the Association of Visual Language Interpreters of Canada (AVLIC). Students assess their own practice through personal journals, individual debriefings with their mentors and group supervision with the instructor. Internships require a time commitment equivalent to 12 weeks of full-time employment (20 hours of active interpretation plus 8 hours of preparation and debriefing per week).

Prerequisite: Prerequisite: Complete AEI-465 and AEI-474. (Required, Previous)..

AEI 495 - Advanced Topics in Interpreting (1.00-3.00)

The AEI course prefix was added in May of 2013. No provision was made for experimental courses. This proposal creates the AEI 495 course in order to allow experimental courses to serve the needs of ASL-English Interpreting students.

ANT - Multidisciplinary Studies Asap

E0

ANT ELE - Anthropology Elective (1.00-30.00)

ART - Art

ART 101 - Foundations of Art and Design (3) †, *

A broad introduction to concepts, vocabulary, media, and history of art and principles of design 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.

ART 102 - History of Western Art (3)

A survey of fine art in the Western world from cave painings to the art of the mid-19th century. (Offered every odd-spring semester.) (LA) (FP)

ART 125 - The Art of Improvisation (3) †, *

An exploration of how the creative process contributes to successful communication in one's professional and social life. Students will be introduced to specific skills used by performing artists including focus, body language, articulation inflection and conveying intent and meaning. In addition, students will use these skills to further develop the ability to improvise in a variety of situations. Students will learn improvisational techniques by exploring the thought process that artists use every day and apply the creative process to real-life situations. The course will utilize role-playing, mock interviews, peer and self-evaluations, and video portfolios to help students identify and improve their improvisatory skill set. Course projects will be tailored to students' major area of study, allowing them to have an immediate real-world application for the skills learned.

ART 201 - Art History: Beginning to Early Modern (3) †, *

A survey of fine art from pre-history to the Baroque period.

ART 201C - History of Western Art (3)

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 on-line)

ART 202 - Art History:Early Modern to Present (3) †, *

A survey of fine art in the Western world from the Baroque period to the present day.

ART 205 - Visual Design (3) †

A dynamic approach to surface rendering through color manipulation and creative problem solving, including color systems, basic principles of design, composition, and visual expression.

ART 215 - Drawing I (3) †

Studio course in creating illusions of form, light and space on a two-dimensional surface through manipulation of tone.

ART 225 - Painting I (3) †

Foundation study of painting, including color theory. Emphasis on direct observation and practice. Exposure to paintings and artists of the past.

ART 235 - Ceramics I (3) †

Clay work involving hand-building and basic glazing techniques for functional and non-functional objects.

ART 240 - Mixed Media (3) †

Exploration of the possibilities - both in content and in form - from the interaction of multiple media, whether two-dimensional and three-dimensional or traditional and nontraditional media. Experimentation withmanipulating surfaces, layering mixed media and incorporating multiple techniques such as drawing, painting, photography, and the digital arts. Investigate artists and how ideas manifest and take physical form in contemporary art. Group discussion and critique.

Prerequisite: Prerequsite: Complete ART-101. (Required, Previous)..

ART 245 - Printmaking I (3) †

The techniques of creating printed images from blocks of wood, linoleum, plexiglass, and other techniques explored for their expressive and aesthetic potential.

ART 250 - Graphic Design (3) †

Graphic design is a process 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.

ART 255 - Sculpture I (3) †

A studio course in the study of form and space relationships as applied to sculpture, presenting the basic tool, material and concept techniques.

ART 281 - Digital Photography (3) †

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.

ART 282 - Darkroom Photography (3) †

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.

ART 288 - Visiting Artist- 2D: Book Illustration (3) †

Established artists invited to teach a course specific to their area of expertise. Possible topics include watercolor, illustration, digital imaging, children's book illustration, film/ video art, two-dimensional collage, portrait painting, etc. Students may repeat the course, but not the topic.

ART 289 - Visiting Artist 3D (3) †

Established artists are invited to teach a course focused on three-dimensional art specific to their professional artistic discipline. Possibel topics include interior design, three-dimensional collage, sculpture, weaving, textiles, industrial design, etc. Students may repeat the course, but not the topic.

ART 294 - Field Period in Art & Design (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

ART 295 - Intro Topics in Art (1.00-3.00) †

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.

ART 301 - Visiting Artist: Special Topic (3)

Changed to ART-301 ----------Est ablished 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)

ART 305 - Design in a Digital World (3) †

This course will examine some of the principal implications of digital technologies and new media for the field of art and design. Students will explore the ways in which new media and digital tools have influenced the practice of art and design and apply what they have learned in creating digitally-based projects of their own. Attention will be paid to social media, online publishing, open-source software, and selected digital tools; guest lecturers will offer practical insights and guidance regarding the theory and practice of art and design in digital contexts.

ART 310 - Digital Storytelling (3) †

A course that explores the application of digital technologies to the art of storytelling and the creation and analysis or narratives within digital environments. Students will examine the integration of text, image, and sound within digital stories, and explore various forms and formats of web-based storytelling: fiction, documentary, animation, video games, virtual reality, and other emerging applications.

Prerequisite: Prerequisite: Complete ENG-112 previously or concurrently; or with consent of the instructor. (Required, Previous or concurrent)..

ART 315 - Drawing II (3) †

Advanced study of visual perception and creativity through the process of drawing.

Prerequisite: Prerequsite: Complete ART-215. (Required, Previous)..

ART 317 - Art Education Workshop (3) †

Art integration is in the elementary curriculum. This course explores ways to use the arts to teach reading, writing, social studies, science, and math.

ART 321 - Advanced Studio Problems (3) †

A theme-oriented studio course related to the individual interests of advanced students.

ART 325 - Painting II (3) †

Paintingexercises geared to individual needs and creative development.

Prerequisite: Prerequsite: Complete ART-225. (Required, Previous)..

ART 330 - Digital Illustration (3) †

This course provides students with the foundational design skills and technical knowledge they need to create original digital illustrations using bitmap-based, vector-based, and 3D modeling digital applications. Students will learn to translate their experience in traditional analog media (drawing, painting, collage, sculpture) into the digital realm.

Prerequisite: Prerequsite: Complete ART-250 or COM-250. (Required, Previous)..

ART 335 - Ceramics II (3) †

Basic wheel-throwing techniques; problems in functional and non-functional construction; combining techniques; glaze chemistry; and kiln firing.

Prerequisite: Prerequsite: Complete ART-235. (Required, Previous)..

ART 340 - Web-Based Design (3) †

This course is intended to provide an overview of design principles for web-based applications. Students will become familiar with the theory and practice behind effective design for the web, including designing web pages, wire-frames, responsive interfaces, navigation, landing pages, web-based advertisements, and e-mail campaigns. Classes will include discussions, lectures and hands-on designing. Students will be required to complete collaborative and individual projects.

Prerequisite: Prerequisite: Complete ART-250 previously or concurrently. (Required, Previous or concurrent)..

ART 345 - Printmaking II (3) †

The various methods of printmaking, including: stencil printing, relief printing, screen printing, and other techniques explored for their expressive and aesthetic potential.

Prerequisite: Prerequsite: Complete ART-245. (Required, Previous)..

ART 355 - Sculpture II (3) †

Problem solving using the tool and material techniques dealt with in ART 255 with the possibility of exploring additional sculpture mediums as presented or endorsed by the instructor. Issues in contemporary sculpture are emphasized.

Prerequisite: Prerequsite: Complete ART-255. (Required, Previous)..

ART 385 - Aesthetic Theory & Practice (3) †

A course in the history of aesthetic theory and practice regarding the visual and other arts. A substantial portion of the course will be devoted to the application of aesthetic principles and theories to concrete problems in the plastic and other arts. Also listed as ENG-385.

Prerequisite: Prerequsite: Complete ART-101. (Required, Previous)..

ART 387 - Seminar:Prof Practice in Art & Design (3)

An exploration of professional practices associated with the fields of art and design. Topics will include portfolio development, the preparation of exhibitions and other public presentations of work, professional writing, networking, marketing, copyright and documentation. Course activities will include lectures, demonstrations, visiting practitioners, and other speakers, and gallery visits, and a culminating project in which students develop, refine, and present a portfolio of their work.

Prerequisite: Prerequsite: Complete ART-101 and consent of the instructor. (Required, Previous)..

ART 388 - Visting Artist: Advanced Workshop (3) †

Established artists invited to teach an advanced studio workshop specific to their area of expertise. Possible topics include watercolor, graphic design, illustration, digital imaging, weaving, interior design, children's book illustration, film/video art, two-dimensional collage, portrait painting, etc. Students may repeat the course, but not the topic.

ART 394 - Field Period in Art and Design (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

ART 399 - Independent Study (1.00-3.00)
ART 445 - Senior Project (3) †

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.

ART 460 - Internship in Art & Design (3.00-12.00)

Supervised field work in an approved setting for a minimum of two hours perweek 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.

E0

ART ELE - Art Elective (1.00-30.00)

ASL - American Sign Language

ASL 001 - Senior Internship Workshop ()

To be taken the semester before enrolling in ASP 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.

ASL 002 - Interpreting Internship Workshop ()

Pre- or co-requisite: 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 Dead, 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 housing as needed. (0)

Prerequisite: Complete ASL-375. (Required, Previous)..

ASL 101 - Sign Language (1) †

An introductory course that develops both expressive and receptive skills in American Sign Language (ASL). Characteristics of the hearing-impaired culture are covered.

ASL 110 - Introduction to the Deaf Community (3) †

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.

ASL 111 - American Sign Language I (3) †

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.

ASL 112 - American Sign Language II (3) †

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.

Prerequisite: Complete ASL-111 with a minimum grade of C- (Required, Previous)..

ASL 125 - ASL Vocabulary and Structure (3) †

This course provides intensive exploration of ASL Vocabulary and Grammatical Structures using drills, substitution exercises, and lab activities. Students will focus on correct phonological articulation of signs, morphological rules within ASL, specialized vocabulary, conceptual accuracy for vocabulary choices and transformations between various grammatical constructions.

ASL 211 - American Sign Language III (3) †

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.

Prerequisite: Prerequisites: Complete ASL-112 with a minimum grade of C-. (Required, Previous)..

ASL 212 - American Sign Language IV (3) †

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.

Prerequisite: Prerequisites: Complete ASL-211 with a minimum grade of C-. (Required, Previous)..

ASL 220 - Language Acquisition in Deaf Community (3)

An overview of linguistic principles and human languages with an in-depth exploration of language acquisition among Deaf people including first-language acquisition of signed languages, second-language acquisition of written/spoken languages, delayed exposure to language and semilingualism. This course includes the anaysis of ASL discourse for narratives and conversations.

Prerequisite: Prerequisites: Take ENG-112 and ASL-211 with minimum grades of C. (Required, Previous)..

ASL 265 - Introduction to Interpreting (3)

Pre- or corequiste: 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.)

ASL 275 - Interpreting I (3)

Prerequisite: a grade of C- or better in ASL 265 and 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.)

Prerequisite: Complete ASL-265 and ASL-211 with a minimum grade of C- (Required, Previous)..

ASL 295 - Intro Topics: American Sign Language (1.00-3.00) †

An introductory study of a specific topic within American Sign Language. Intended for freshmen and sophomores, or for students with little or no background in American Sign Language. The student may repeat the course, but not the topic.

ASL 311 - American Sign Language V (3) †

Advanced American Sign Language development with a focus on grammatical and lexical expansion. Communication dialogues will emphasize sociocultural aspects of deafness.

Prerequisite: Prerequisites: Complete ASL-212 with a minimum grade of C- or by placement. (Required, Previous)..

ASL 312 - American Sign Language VI (3) †

Continuing development of ASL proficiency and fluency. Focuses on more advanced linguistic aspects of ASL and a synthesis of all concepts previously learned.

Prerequisite: Prerequisites: Complete ASL-311 with a minimum grade of C-. (Required, Previous)..

ASL 318 - Fingerspelling and Numbers in ASL (3) †

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.

Prerequisite: Prerequisites: Complete ASL-211 with a minimum grade of c-. (Required, Previous)..

ASL 320 - Linguistics of American Sign Language (3) †

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.

Prerequisite: Prerequisites: Complete ASL-220 and either ASL-211 with a minimum grade of C. (Required, Previous)..

ASL 325 - Discourse Analysis (3)

Pre- or co-requisite: ASL 320 or consent of the 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 cousre 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 students 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.

ASL 340 - ASL in Education (3)

This course addresses the application and use of sign systems and American Sign Language in education and literacy learning. The course focuses on American Sign Language as it is used within programs serving deaf students; information is presented from a developmental and bilingual-bicultural approach. Students also learn how signs are used to foster communication in early childhood/childhood programs for children with and without disabilities. Studies of sign-supported communication with students with atypical oral language development, such as those with Autism, are also discussed.

Prerequisite: Complete EDU-275 or EDU-310; Pre or Co-requisite ASL 212 (Required, Previous). | Take ASL-212. (Required, Previous or concurrent)..

ASL 350 - ASL/Deaf Literature (3) †

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.

ASL 361 - Deaf Culture (3) †

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.

ASL 365 - Interpreting II (3)

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.)

Prerequisite: Acceptance into the interpreting program and a grade of C- or better in ASL-275 and ASL-212 or by placement (Required, Previous)..

ASL 374 - Interpreting Field Period (3)

Pre-requisite: 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.)

Prerequisite: Acceptance into the interpreting program and a grade of C- or better in ASL-365 and ASL-311 (or by placement). #take ASL-275 and ASL-312; minimum grade c- (Required, Previous)..

ASL 375 - Interpreting III (3)

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.)

Prerequisite: Acceptance into the interpreting program and a grade of C- or better in ASL-365 and ASL-311 or by placement (Required, Previous)..

ASL 394 - American Sign Language Field Period (3)

Off-campus experiential education opportunity that allows the student to improve his/her proficiency in signing ASL, expand ASL vocabulary, acquire knowledge of ASL colloquialisms, learn non-verbal communication skills and advance an understanding of deaf culture. The focus of this field period should be on language acquisition and improvement, not on a career.

ASL 399 - Independent Study (1.00-3.00) †
ASL 450 - Internship in American Sign Language (3.00-12.00)

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.

ASL 465 - Interpreting IV (3)

Prerequisite: acceptance into the interpreting program and 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.)

Prerequisite: Acceptance into the interpreting program and a grade of C- or better in ASL 375 and a grade of C- or better in ASL-312 or by placement (Required, Previous)..

ASL 474 - Interpreting Field Period II (3)

Changed to AEI-474. 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.

Prerequisite: Prerequisites: Complete ASL-374 and a minimum grade of C- in ASL-375 and ASL-312 (or by placement). (Required, Previous)..

ASL 480 - Professional Interpreting Issues (2)

Pre-requisite: a grade of C- or better in ASAL 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.)

Prerequisite: Complete ASL-465 with a grade of C- or better; Co-requisite: ASL-485 (Required, Previous). | Take ASL-485 (Required, Previous or concurrent)..

ASL 485 - Level II Interpreting Internship (12)

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.)

Prerequisite: Complete ASL-465 with a minimum grade of C- (Required, Previous). | Take ASL-480 (Required, Previous or concurrent)..

ASL 494 - American Sign Language Field Period (3)

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.

Prerequisite: Prerequisites: Complete ASL-394. (Required, Previous)..

ASL 495 - Advanced Study in American Sign Language (1.00-3.00) †

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.

E0

ASL ELE - American Sign Language Elective (1.00-30.00)

AST - Multidisciplinary Studies Asap

E0

AST ELE - Astronomy Elective (1.00-30.00)

BIO - Biology

BIO 102 - Introduction to the Science of Life (4) †, *

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.

Prerequisite: Corequisite: BIO-102L. (Required, Concurrent)..

BIO 102L - Lab:Introduction to the Science of Life ()

Lab for BIO-102

Prerequisite: Corequisite: BIO-102 (Required, Concurrent)..

BIO 105 - Environmental Science (4)
BIO 135 - Cells and Organisms (4) †

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.

Prerequisite: Corequisite: Take BIO-135L. (Required, Concurrent)..

BIO 135L - Lab:Cells and Organisms ()

Lab for BIO 135.

Prerequisite: Corequisites: Take BIO-135. (Required, Concurrent)..

BIO 136 - Organisms and Environment (4) †

An examination of the diversity of living organisms, the interaction of organisms and the physical environment, evolutionary processes thought to haveshaped the continuity and change of organism form throughout time; lecture and laboratory. Course intended for natural science majors.

Prerequisite: Prerequisite: Take MAT-102 or higher or score of 3 or higher on math placement test. (Required, Previous). | Corequisite: BIO-136L (Required, Concurrent)..

BIO 136L - Lab:Organisms & Environment ()

Lab for BIO 136.

Prerequisite: Corequisite: Take BIO-136. (Required, Concurrent)..

BIO 202 - Human Biology (4) †, *

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.

Prerequisite: Corequisites: Take BIO-202L. (Required, Concurrent)..

BIO 202C - Human Biology (4)

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 on-line)

BIO 202L - Lab: Human Biology ()

Lab for BIO 202

Prerequisite: Corequisite: Take BIO-202. (Required, Concurrent)..

BIO 203 - Anatomy and Physiology I (4)

Development, structure and function of cells and tissues; structure and function of the nervous and endocrine systems; lecture and laboratory.

Prerequisite: Corequisites: Take BIO-203L. (Required, Concurrent)..

BIO 203L - Anatomy and Physiology I Lab ()

Lab for BIO 203.

Prerequisite: Corequisite: Take BIO-203. (Required, Concurrent)..

BIO 204 - Anatomy and Physiology II (4)

Structure, function, and interrelationships of mammalian organ systems with focus on cardiovascular, endrocrine, respiratory, digestive, urinary reproductive systems. Lecture and laboratory.

Prerequisite: Corequisites: Take BIO-204L. (Required, Concurrent)..

BIO 204L - Anatomy and Physiology II Lab ()

Lab for BIO 204.

Prerequisite: Corequisite: Take BIO-204. (Required, Concurrent)..

BIO 206 - Ornithology (4)

Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory. (Offered as needed.)

Prerequisite: Take BIO-206L (Required, Previous or concurrent)..

BIO 206L - Lab--Ornithology ()

Lab for BIO 206.

Prerequisite: Take BIO-206 (Required, Previous or concurrent)..

BIO 207 - Microbiology (4) †

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.

Prerequisite: Prerequisites: Complete CHM-111 and BIO-203 or BIO-135. (Required, Previous). | Corequsite: BIO-207L. (Required, Concurrent)..

BIO 207L - Microbiology Lab ()

Lab for BIO 207L

Prerequisite: Take BIO-207 (Required, Previous or concurrent)..

BIO 208 - Life and the Universe (4) †, *

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.

Prerequisite: Prerequisite: Complete the mathematics general education requirement. (Required, Previous). | Corequisite: BIO-208L. (Required, Concurrent)..

BIO 208L - Lab: Life and the Universe ()

Lab for BIO 208.

Prerequisite: Corequisite: Take BIO-208. (Required, Concurrent)..

BIO 221 - Principles of Anatomy and Physiology (4) †

A survey of the basic principles of human anatomy and physiology. The course provides an overview of the structure and function of the major body systems, with emphasis on the musculoskeletal systems. Lecture and laboratory.

Prerequisite: Prerequisites: Complete BIO-102 or BIO-135. (Required, Previous). | Corequisite: Take BIO-221L. (Required, Concurrent)..

BIO 221L - Lab: Principles of Anatomy & Physiology ()

Lab course to accompany BIO 221 lecture.

Prerequisite: Take BIO-221 (Required, Previous or concurrent)..

BIO 222 - Applied Anatomy (4) †

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.

Prerequisite: Prerequisite: Complete BIO-221 with a minimum grade of C. OT major only or instructor permission required. (Required, Previous). | Corequisite: Take BIO-222L. (Required, Concurrent)..

BIO 222L - Lab: Applied Anatomy ()

Lab for BIO 222.

Prerequisite: Corequisite: Take BIO-222. (Required, Concurrent)..

BIO 234 - Cell and Developmental Biology (4) †

An examination of the relationship between cells, genes and organismal development. Includes introductory experience in information literacy in 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.

Prerequisite: Prerequisite: Complete BIO-135 or BIO 207 with a grade of C-. (Required, Previous). | Corequisite: Take BIO-234L. (Required, Concurrent)..

BIO 234L - Lab: Cell and Developmental Biology ()

Lab for BIO 234.

Prerequisite: Corequisite: Take BIO-234. (Required, Concurrent)..

BIO 295 - Introductory Topics in Biology (1.00-4.00) †

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.

BIO 305 - Animal Diversity (4) †

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.

Prerequisite: Prerequisites: Complete BIO-234 or ENV-105 and BIO-208. (Required, Previous). | Corequisite: Take BIO-305L. (Required, Concurrent)..

BIO 305L - Lab: Animal Diversity ()

Lab for BIO 305.

Prerequisite: Corequisite: Take BIO-305. (Required, Concurrent)..

BIO 306 - Animal Behavior (4) †

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.

Prerequisite: Corequisite: Take BIO-306L. (Required, Previous or concurrent)..

BIO 306L - Lab: Animal Behavior ()

Lab for BIO 306.

Prerequisite: Corequisite: Take BIO-306. (Required, Concurrent)..

BIO 310 - Immunology (3) †

An introductory course in immunology in which the basic principlesand 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.

Prerequisite: Prerequisite: Complete BIO-207 and four semesters of college chemistry. (Required, Previous). | Take BIO-318 either previously to concurrently. (Required, Previous or concurrent)..

BIO 315 - Plant Physiological Ecology (4)

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.)

Prerequisite: Complete BIO-234 and CHM-111. (Required, Previous). | Take BIO-315L (Required, Previous or concurrent)..

BIO 315L - Lab-Plant Physiology Ecology ()

Lab for BIO 315.

Prerequisite: Take BIO-315 (Required, Previous or concurrent)..

BIO 318 - Genetics (4) †

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.

Prerequisite: Prerequisites: Complete BIO 207 and 4 courses of college chemistry. (Required, Previous). | Co-Requisite: Take BIO-318L. (Required, Concurrent)..

BIO 318L - Genetics Lab ()

Lab for BIO 318

Prerequisite: Take BIO-318 concurrently. (Required, Concurrent)..

BIO 324 - Invertebrate Zoology (4) †

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.

Prerequisite: Prerequisites: Complete BIO-136 and BIO-135 or ENV-105 and BIO-208. (Required, Previous). | Corequisite: Take BIO-324L. (Required, Concurrent)..

BIO 324L - Lab:Invertebrate Zoology ()

Lab for BIO 324.

Prerequisite: Corequisite: Take BIO-324. (Required, Concurrent)..

BIO 326 - Vertebrate Zoology (4) †

The evolutionary relationships of vertebrate groups, their organ systems, and the homeostatic functions of those systems in their physiological and behavioral adaptations.

Prerequisite: Prerequisites: Complete BIO-136, BIO-135 or ENV-105, and BIO-203 or BIO-208. (Required, Previous). | Corequisite: Take BIO-326L. (Required, Concurrent)..

BIO 326L - Lab-Vertebrate Zoology ()

Lab for BIO 326.

Prerequisite: Take BIO-326 (Required, Previous or concurrent)..

BIO 331 - Ornithology (4) †

Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory.

Prerequisite: Prerequisite: Complete BIO-234 and CHM-111 or BIO-208 and ENV-105. (Required, Previous). | Corequisite: Take BIO-331L. (Required, Concurrent)..

BIO 331L - Lab:Ornithology ()

Lab for BIO-331.

Prerequisite: Corequisite: Take BIO-331. (Required, Concurrent)..

BIO 337 - Ecology and Evolution (4) †

A qualitative and quantitative study of the interrelationships of organisms and the environment; lecture and laboratory. Also listed as ENV 337.

Prerequisite: Prerequisite: Complete BIO-136 or ENV-105. (Required, Previous). | Corequisite: Take BIO-337L. (Required, Concurrent)..

BIO 337L - Lab:Ecology and Evolution ()

Lab for BIO 337.

Prerequisite: Corequisite: Complete BIO-337. (Required, Concurrent)..

BIO 342 - Mammalian Anatomy (4) †

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.

Prerequisite: Prerequisite: Complete BIO-136, BIO-135, CHM-111, and CHM-112. (Required, Previous). | Corequisite: Take BIO-342L. (Required, Concurrent)..

BIO 342L - Lab:Mammalian Anatomy ()

Lab for BIO 342.

Prerequisite: Prerequisite: Take BIO-342. (Required, Concurrent)..

BIO 343 - Neuroanatomy and Physiology (4) †

Detailed study of the development, morphology, internal configuration, function, and pathological defects of the central nervous system.

Prerequisite: Prerequisite: Complete BIO-222 or BIO-234 with a minimum grade of C or consent of the instructor. (Required, Previous). | Corequisite: Take BIO-343L. (Required, Concurrent)..

BIO 343L - Lab--Neuroanatomy and Physiology ()

Lab for BIO 343.

Prerequisite: Corequisite: Take BIO-343. (Required, Concurrent)..

BIO 351 - Vertebrate Physiology (4) †

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.

Prerequisite: Prerequisite: Complete BIO-207, BIO-234, CHM-206, and PHY-201. (Required, Previous). | Corequisite: Take BIO-351L. (Required, Concurrent)..

BIO 351L - Lab:Vertebrate Physiology ()

Lab for BIO 351.

Prerequisite: Corequisite: Take BIO-351. (Required, Concurrent)..

BIO 353 - Cell and Molecular Biology (4)

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.

Prerequisite: Prerequisite: Complete BIO-234 and CHM-310. (Required, Previous). | Corequisite: Take BIO-353L. (Required, Concurrent)..

BIO 353L - Lab:Cell and Molecular Biology ()

Lab for BIO 353.

Prerequisite: Corequisite: Take BIO-353. (Required, Concurrent)..

BIO 360 - Limnology (4) †

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.

Prerequisite: Prerequisite: Complete BIO-234 and CHM-111 or ENV-105 and BIO-208. (Required, Previous). | Corequisite: Take BIO-360L. (Required, Concurrent)..

BIO 360L - Lab:Limnology ()

Lab for BIO 360.

Prerequisite: Corequisite: Take BIO-360. (Required, Concurrent)..

BIO 370 - Botany (4) †

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.

Prerequisite: Prerequisite: Complete BIO-136 or ENV-105. (Required, Previous). | Corequisite: Take BIO-370L. (Required, Concurrent)..

BIO 370L - Lab:Botany ()

Lab for BIO 370.

Prerequisite: Corequisite: Take BIO-370. (Required, Concurrent)..

BIO 380 - Biostatistics (3) †

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.

Prerequisite: Prerequisite: Complete MAT-102 or higher and BIO-136 or BIO-135. (Required, Previous)..

BIO 390 - Junior Seminar in Natural Science (3) †

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.

Prerequisite: Prerequisites: Complete BIO-136, ENG-112, and a minimum grade C- in BIO-234 and CHM-207. (Required, Previous)..

BIO 398 - Undergraduate Research (1.00-4.00)

Pre-requisite: 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.

BIO 399 - Independent Study (2.00-4.00)
BIO 450 - Senior Seminar in Natural Science (2) †

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.

Prerequisite: Prerequisite: Complete BIO-390. (Required, Previous)..

BIO 495 - Advanced Topics in Biology (1.00-4.00) †

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.

BIO 495L - Lab-Advanced Topics in Biology ()

Lab for BIO 495.

BIO 499 - Senior Research (1.00-4.00) †

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.

E0

BIO ELE - Biology Elective (1.00-30.00)

BUS - Business

BUS 101 - Introduction to Business and Society (3)

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.

BUS 135 - Business Ethics (3) †

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.

BUS 202 - Business Law (3)

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.

BUS 290 - Field Period in Business (3)

Off-campus experiential education opportunity that allows the students to apply his/her academic knowledge to a real-career business setting.

BUS 295 - Introductory Topics in Business (1.00-3.00)

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.

BUS 301 - Introduction to Business Research (3) †

This course will serve as an introduction to the rationale and procedures of business research. While emphasizing business writing skills, topics will include: nature and purposes of research; access and library research tools for bricks and mortar and online resources and methods necessary for application in the business environment Students will develop critical skills needed as consumers and producers of research. By the end of the course, students will have the following knowledge and skills: 1. Knowledge of how to engage in independent research that is pertinent to his or her career. The independent research is to be carried out in the library and through companies, associations, unions, government agencies, brokers, and other sources of vital information. 2. Understanding of how to develop teamwork by assisting each other in obtaining information regarding their stated interests and goals. 3. Understanding research techniques and methods of obtaining pertinent information for current or future careers.

BUS 302 - Advanced Business Law (3)

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).

Prerequisite: Prerequisite: Complete BUS-202. (Required, Previous)..

BUS 320 - Intro Research and Analysis/Statistics (4) †

An introduction to research and its tools for the adult learner as both a consumer and producer of statistics and research. This module has specific emphasis upon helping the adult learner to complete the action research project and understand managerial decision-making processes.

BUS 320C - Introduction to Research and Analysis Using Statistics (4)

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.

BUS 330 - Operations and Production Management (3)

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.

Prerequisite: Prerequisite: Complete BUS-101, SS-231, and MAT-102 (or higher). (Required, Previous)..

BUS 335 - Issues in Management (3)

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 effect on productivity. Total Quality Management (TQM) is contrasted with Management by Objectives (MBO).

BUS 340 - Managerial Accounting (3)

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.

BUS 341 - Accounting for Managers (3)

This course will provide an overview of the preparation, analysis, and understanding of financial statements and how the information is also used for internal planning, control and decision making. This course stresses the importance and usefulness of relevant accounting information and will cover such topics as financial statement presentation and analysis, costing methods, short term and long-term decision making, budgeting, and variance analysis.

BUS 350 - International Business (3)

This course offers an introduction to the vital issues of international business includingeconomics, political, cultural and operational differences with emphasis on multinational corporate policy and strategy.

Prerequisite: Prerequisites: Complete ACC-101, BUS-101, ECO-210, ECO-211, and MKT-220. (Required, Previous)..

BUS 355 - Managerial Finance (3)

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.

BUS 360 - Managerial Marketing (3)

Through assigned readings, stimulations, 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 to analyze real-world cases exploring 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 to use data to develop workable and successful programs to solve problems and capitalize on opportunities.

BUS 399 - Independent Study (1.00-3.00)
BUS 335EX - Issues in Management (credit by Exam) (3)
BUS 340EX - Managerial Acct (credit by Exam) (3)
BUS 355EX - Managerial Finance (credit by Exam) (3)
BUS 360EX - Managerial Marketing (credit by Exam) (3)
BUS 410 - Entrepreneurship (3)

Prerequisites: junior or senior standing business students. This course unites business theory and practical application by means of the Keuka Collegewine 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.)

BUS 420 - Business Law (4)

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, and the laws governing contracts, creditors' rights, secured transactions, bankruptcy, agency, partnerships, and corporations.

BUS 430 - Legal, Ethical, Regulatory Business (3) †

This course addresses the diversity implications as a normal and necessary part of business decisions in the legal environment. It offers a view of the legal environment of business from the broader perspective of not only the law and its theory, but also how it works in practice taking into consideration the factors of ethics and diversity. The goal of this course is to equip students for the legal, ethical, regulatory, and diversity implications of the business world they will move into, so that their decisions do not result in surprising, expensive, protracted, and embarrassing litigation that could have easily been avoided. By the end of this course, students will have the following knowledge and skills: 1. Understanding of what law is and what it is designed to do. 2. Understanding of the interplay between law, equity, morals, and justice. 3. Knowledge of the various areas and different classifications of law. 4. Understanding the role and importance of ethics in business. 5.Understand the interplay of the law and regulation in the business environment. 6. Understanding how diversity may play a role in business and legal issues.

BUS 440 - Project Management (3)

This course teaches the skills of process management in a wide range of project applications from concept through operations. Planning, scheduling, controlling, economic analysis, quality control, and customer satisfaction are stressed in this course". By the end of this course, students will have the following knowledge and skills: 1. Understanding of project management principles and practices. 2. Knowledge of the influences of an organization and its stakeholders on a project. 3. Understanding of the integration, scope, and time management elements of a project.

BUS 444 - Strategic Management (3)

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.

BUS 450 - Strategic Planning (3)

This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of stategic planning and strategic management.

BUS 490 - Business Simulation (3)

Executives and Managers realize that the most important part of a business strategy is executing it. Unfortunately, most organizations are better at developing a strategic plan than implementing one. This course will build upon your previous course work by actually applying a business strategy in an organization using a business simulation. Business simulations are one of the many different methods for learning business skills. Reading textbooks teaches the foundations of business theory, and real-world experience often shows the difficulty of putting those theories into practice. A web based management simulation game is used in this course. In the simulation, you and your group will be competing directly against other teams in your class. The simulation provides a very dynamic learning experience. Customers and competitors will change, new products will be introduced, and the economy will have its ups and downs. Competing in this environment will require complex analysis and decision-making. The simulation challenges you to make tough decisions in Accounting, Finance, Marketing, Manufacturing, Negotiations, and Profit Analysis. The simulation is designed to be a fun, but challenging experience.

Prerequisite: Prerequisite: Complete BUS-302, INS-301Q, BUS-335, BUS-340, BUS-355, ORG-445, BUS-430, MKT-365, and BUS-440. (Required, Previous)..

BUS 495 - Advanced Topics in Business (1.00-3.00)

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.

BUS 450EX - Strategic Planning (credit by Exam) (3)

E0

BUS ELE - Business Elective (1.00-30.00)

CFS - Child & Family Studies

CFS 123 - Intro Human Development (3) †

Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality.

CFS 220 - Ethics and Diversity in Social Work (3)

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)

Prerequisite: Pre or co-requisite: SWK-101 (Required, Previous)..

CFS 238 - Adolescent Psychology (3) †

Biological,societal, familial, and peer influences inadolescent behavior; problems of youth in society.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123 or CFS-123. (Required, Previous)..

CFS 249 - Infancy & Early Childhood Development (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123 or CFS-123. (Required, Previous)..

CFS 250 - Substance Abuse and Families (3)

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.

Prerequisite: Recommended Prerequisite: Complete BIO-202. (Recommended, Previous or concurrent)..

CFS 251 - Psychology of Adulthood and Aging (3) †

Develop-mental processes of aging including family adjustment, marriage, single adults, menopause and climacteric, intellectual development, retirement,senescence, death, and dying.

Prerequisite: Prerequisite: Complete PSY-101, PSY-123 or CFS-123. (Required, Previous)..

CFS 252 - Development in Middle Childhood (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

CFS 290 - Field Period in Child & Family Studies (3)

A supervised practicum in sites providing services to children and families. Working individually with faculty, students will identify specific learning goals and research, and literature that will inform their experience and that will provide the basis for a summative analytical report integrating research and practice.

CFS 295 - Intro to Topics in Child & Family Study (3)

This course examines the interactional processes of family systems including communication processes, bonding behaviors, management of conflict and aggression, and negotiation of family crisis. We will be applying three perspectives (structural, intergenerational, and contextual models) to our exploration of family functioning.

CFS 310 - Child in Society (3)

A cross cultural and historical perspective on children in the family and the role of children and childhood in society. Special attention is given to the position of children in diverse family structures and educational systems. Problems related to adoption and divouce are also examined.

CFS 321 - Developmental Psychopathology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-336. (Required, Previous)..

CFS 323 - Juvenile Delinquency (3) †

Prerequisite: 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.) (3)

Prerequisite: Complete PSY-336 (Required, Previous)..

CFS 324 - Family Interaction (3)

This course examines the interactional processes of family systems includng communication processes, bonding behaviors, management of conflict and aggression, and negotiation of family crisis. We will be applying three perspectives (structural, intergenerational, and contextural models) to our exploration of family functioning.

CFS 331 - Youth Services Delivery System (3)

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)

CFS 344 - Sociology of the Family (3) †

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.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

CFS 346 - Family Violence (3) †

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.

CFS 420 - Child & Family Studies Seminar (3)

Discussion and analysis of selected topics in the growth and development of children and families. The course will include student-initiated research projects, including final selection of research area, literature review, generation of hypotheses, operational definition of variables, data-gathering analysis, and presentation and discussion of results.

CHM - Chemistry

CHM 107 - Elements of Physiological Chemistry (4) †

An introduction to the fundamental concepts of chemistry that are necessary to understand key principles relevant to the human body's basic biochemicals and their activities. This course is intended for students in health related fields. Topics include the composition of atoms and molecules, mass balance, energy, properties of gasses and solutions, acid base chemistry, nuclear chemistry, the chemistry of carbon, and the major classes of biological molecules. Concepts will be reinforced in the laboratory.

Prerequisite: Corequisite: Take CHM-107L. (Required, Concurrent)..

CHM 107C - Elements Physio Chem (3)

CHM 107 Elements of Physiological ChemistryThis 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 107L - Lab: Elements of Physiological Chemistry ()

Lab for CHM-107

Prerequisite: Corequisite: Take CHM-107. (Required, Concurrent)..

CHM 111 - General Chemistry I (4) †, *

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.

Prerequisite: take MAT-102 or MAT-105 or MAT-106; (Required, Previous or concurrent). | Corequisite: Take CHM-111L. (Required, Concurrent)..

CHM 111L - Lab: General Chemistry I ()

Lab for CHM 111.

Prerequisite: Corequisite: Take CHM-111. (Required, Previous or concurrent)..

CHM 112 - General Chemistry II (4) †, *

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.

Prerequisite: Prerequisite: Complete CHM-111 and MAT-102 (or higher). (Required, Previous). | Corequisite: Take CHM-112L. (Required, Concurrent)..

CHM 112L - Lab: General Chemistry II ()

Lab for CHM 112.

Prerequisite: Corequisite: Take CHM-112. (Required, Concurrent)..

CHM 206 - Organic Chemistry I (4) †

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.

Prerequisite: Prerequisite: Complete CHM-112 with a minimum grade of C-. (Required, Previous). | Corequisite: Take CHM-206L. (Required, Concurrent)..

CHM 206L - Lab: Organic Chemistry I ()

Lab for CHM 206.

Prerequisite: Corequisite: Take CHM-206. (Required, Previous or concurrent)..

CHM 206R - Organic Chem I Resitation ()
CHM 207 - Organic Chemistry II (4) †

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.

Prerequisite: Prerequisite: Complete CHM-206. (Required, Previous). | Corequisite: Take CHM-207L. (Required, Concurrent)..

CHM 207L - Lab: Organic Chemistry II ()

Lab for CHM 207.

Prerequisite: Corequisite: Take CHM-207. (Required, Concurrent)..

CHM 207R - Organic Chem II Resitation ()
CHM 220 - General Biochemistry (4)

Prerequisites: BIO 234, CHM 206. A survey of the major groups of biologically important macromolecules (proteins, nucleic acids, lipids and carbohydrates), as well as their synthesis and regulation. The laboratory provides a continuation of experimental procedures with an emphasis on techniques for protein and DNA analysis. (Offered every fall semester.) (LA)(4)

Prerequisite: Complete BIO-234, CHM-206 (Required, Previous). | Take CHM-220L (Required, Previous or concurrent)..

CHM 220L - General Biochemistry Lab ()

Lab for CHM 220.

Prerequisite: Take CHM-220 (Required, Previous or concurrent)..

CHM 295 - Introductory Topics in Chemistry (1.00-4.00) †

An introductory study of a specific topic within chemistry. Intended for freshmen and sophomores, or for students with little or no background in chemistry. The student may repeat the course, but not the topic.

CHM 310 - General Biochemistry (4) †

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.

Prerequisite: Prerequisite: BIO-234 and CHM-207 with a minimum grade of C-. (Required, Previous). | Corequisite: Take CHM-310L. (Required, Concurrent)..

CHM 310L - Lab: General Biochemistry ()

Lab for CHM-310L

Prerequisite: Take CHM-310 (Required, Previous or concurrent)..

CHM 315 - Analytical Chemistry (4) †

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.

Prerequisite: Prerequisites: Complete MAT-102 with a minimum grade of B and CHM-112 with a minimum grade of C. (Required, Previous). | Corequisite: Take CHM-315L. (Required, Concurrent)..

CHM 315L - Lab: Analytical Chemistry ()

Prerequisite: Corequisite: Take CHM-315. (Required, Concurrent)..

CHM 320 - Advanced Biochemistry (4) †

An examination of specific topics in biochemistry. Emphasis on development of the individual student's laboratory skills. Students will complete an individual research project.

Prerequisite: Prerequisite: Complete CHM-310. (Required, Previous). | Corequisite: Take CHM-320L. (Required, Concurrent)..

CHM 320L - Lab: Advanced Biochemistry ()

Lab for CHM 320.

Prerequisite: Corequisite: Take CHM-320. (Required, Concurrent)..

CHM 328 - Introduction to Physical Chemistry (4) †

Theory and application of the laws of thermodynamics: heat, work, energy, enthalpy, entropy, free energy. Properties of solutions, chemical equilibrium, kinetics, and quantum chemistry.

Prerequisite: Prerequisites: Complete CHM-112, MAT-106, and PHY-201. (Required, Previous). | Corequisite: Take CHM-328L. (Required, Concurrent)..

CHM 328L - Lab: Introduction to Physical Chemistry ()

Lab for CHM 328.

Prerequisite: Take CHM-328 (Required, Previous or concurrent)..

CHM 390 - Junior Seminar in Natural Science (3) †

Instruction in critical reading of journal articles on original research and use of current techniques for research into scientific literature. Students will explore graduate school and career option. Each student will develop and present a substantial review paper on a focused topics or question in a scientific discipline of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Also listed as BIO 390 or ENV 390.

Prerequisite: Prerequisite: Complete BIO-136, ENG-112 and a minimum grade of C- in BIO-234 and CHM-207. (Required, Previous)..

CHM 398 - Undergraduate Research (1.00-4.00)

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.

CHM 399 - Independent Study (2.00-4.00)
CHM 450 - Senior Seminar in Natural Science (2) †

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.

Prerequisite: Prerequisite: Complete CHM-390. (Required, Previous)..

CHM 495 - Advanced Topics in Chemistry (1.00-4.00) †

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.

CHM 495L - Lab:Adv Topics in Chemistry ()
CHM 499 - Senior Research (1.00-4.00) †

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 ENV 499 and BIO 499.

E0

CHM ELE - Chemistry Elective (1.00-30.00)

CHR - Multidisciplinary Studies Asap

E0

CHR ELE - NY Chiropractic College (1.00-35.00)

CJS - Criminal Justice Systems

CJS 301 - Current Issues in Criminal Justice (3) †

Study of selected current issues in the field of criminal justice systems, within the context of the origins, histories, ideologies assoiciated with law enforcement, judicial, and corrections components. Intended for adult learners with appropriate backgrounds in the criminal justice field.

CJS 303 - Applied Criminology (3) †

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.

CJS 305 - Criminal Law and Procedure (3) †

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.

CJS 307 - Current Issues in Law Enforcement (3) †

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.

CJS 309 - Current Issues in the U.S. Judiciary (3) †

Examination of the issues currently facing the judiciary at the local, state, and federal levels in the U.S. criminal justice system. This course explores what, if any, effects that a changing democratic society has on the judiciary. Such issues as mandatory sentencing, term limits for appointed judges, and specialized courts (i.e. drug and veteran courts) may be areas of focus. Intended for adult learners and delivered in an accelerated format.

CJS 313 - Issues Corrections/Community Corrections (3) †

Detailed analysis of philosophies, theories, and practices surrounding punishment and corrections. Critical examination of incarceration, community corrections, and the issue of capital punishment. Intended for adult learners utilizing adult learning theory.

CJS 315 - Deviance and Social Control (3) †

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.

CJS 317 - Juvenile Delinquency:Development/Trends (3) †

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.

CJS 317C - Juvenile Delinquency: Development and Trends (3)

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.(Offered on-line.)

CJS 321 - The Investigative Process (3) †

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.

CJS 325 - Critical Thinking in Criminal Justice (2)
CJS 335 - Emerging Threats / Crim Justice Trends (3)

Criminal Justice is a constantly evolving and changing field as each of the three components (law enforcement, courts, corrections) tries to meet the needs of a democratic society as technology continues to advance and society changes. This course will explore those changes in law enforcement, courts, and corrections, how they have evolved from a historical perspective and what emerging changes may be on the horizon. This course will be delivered in a 5-week accelerated format.

CJS 340 - Home Sec: Terror/Nat Dis & Democracy (3)

This course examines the concepts of homeland security as it has evolved in the post-9/11 era. Includes the exploration of both foreign and domestic terrorism including motivations. Additionally, the course will explore the threats from natural disasters as seen after Hurricanes Katrina and Sandy and how each brings unique challenges to balancing the security of the U.S. with the freedoms of its citizenry in a democratic society. This course will be delivered in the accelerated 5-week format.

CJS 395C - CJS: Special Topics (3)
CJS 403 - White Collar Crime (3) †

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.

CJS 403C - White Collar Crime (3)

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.

CJS 405 - CJ Action Research Project (4) †

Designing and reporting of an original criminal justice research project. Application of reserch and comm8nication skills to rpepare, present and defend relevant findings to a critical audience. This course requires a high level of research and writing by the student.

E0

CJS ELE - Criminal Justice Elective (1.00-30.00)

CMP - Computer Applications

CMP 100 - Instructional Technology Integration (1)

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.

CMP 101 - Computer Orientation (1)

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.

CMP 120 - Introduction to Computer Applications (3) †

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.

CMP 201 - Systems Thinking: Lanuguage & Apps (3)

Introduces systems thinking by teaching a diversity of coding languages and the applications for which these can be used. An overview of multiple languages will be covered to demonstrate both the commonality of systems and the diversity of applications created.

Prerequisite: Prerequisite: Take DL-151. (Required, Previous)..

CMP 225 - Introduction to Databases (3)

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, datasecurity 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).

Prerequisite: Prerequisite: Complete CMP-120. (Required, Previous)..

CMP 265 - Computer Visual Design (3)

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)

Prerequisite: Complete CMP-120 (Required, Previous)..

CMP 295 - Intro Topics in Computer Applications (1.00-3.00)

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.

CMP 305 - Design in a Digital World (3) †

This course will examine some of the principal implications of digital technologies and new media for the field of art and design. Students will explore the ways in which new media and digital tools have influence the practice of art and design and apply what they have learned in creating digially-based projects of their own. Attention will be paid to social media, online publishing, open-source software, and selected digital tools; guest lecturers will offer practical insights and guidance regarding the theory and practice of art and desing in digital contexts.

CMP 330 - Digital Illustration (3)

This course provides students with the foundational design skills and technical knowledge they need to create original digital illustrations using bitmap-based, vector-based, and 3D modeling digital applications. Students will learn to translate their experience in traditional analog media (drawing, painting, collage, sculpture) into the digital realm.

Prerequisite: Prerequisite: ART-250 or COM-250. (Required, Previous)..

CMP 335 - Webpage Design (3)

Changed to ART/CMP/COM-340. 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 340 - Web-Based Design (3)

This course is intended to provide an overview of design principles for web-based applications. Students will become familiar with the theory and practice behind effective design for the web, including designing web pages, wire-frames, responsive interfaces, navigation, landing pages, web-based advertisements, and e-mail campaigns. Classes will include discussions, lectures and hands-on designing. Students will be required to complete collaborative and individual projects.

Prerequisite: Complete ART-250 as a prerequisite or corequisite. (Required, Previous or concurrent). | Take ART-250 (Recommended, Previous or concurrent)..

CMP 350 - Management Information Systems (3)

This course serves as an introduction to information systems concepts and applications in business. Topics include software, hardware, decision support and knowledge based systems, database, information systems design and implementation, and the management of information systems. By the end of this course, the students will have the following knowledge and skills: 1. Understand the relationships between the use of information systems and business productivity. 2. Be able to provide overviews on a variety of special information systems, such as Business Intelligence, Geographic Information Systems, operating systems, etc. 3. Know protocols, standards, and standard-setting agencies and organizations in information systems. 4. Understand the practice and relevance of information systems auditing and governance.

CMP 375 - Advanced Computer Appl Integration (3)

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.

CMP 399 - Independent Study (1.00-3.00)
CMP 455 - Senior Project in Computer Applications (3)

Supervised advanced independent study in which students apply their computer knowledge to a discipline-specific problem, project, or software.

CMP 465 - Senior Computer Applications Internship (3.00-6.00)

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.

CMP 495 - Advanced Topics in Computer Applications (1.00-3.00)

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.

E0

CMP ELE - Computer Applcations Elective (1.00-30.00)

COM - Communications

COM 122 - Introduction to Communication (3) †

A survey of communication theory and activities, including verbal, nonverbal and mediated communication. Provides an introduction to the field of communication studies.

Prerequisite: Prerequisite: Complete ENG-110. (Required, Previous)..

COM 123 - Public Speaking (3) †

Theory and practice of speaking before a variety of audiences. Research for and preparation of original speeches.

COM 150 - Understanding Digital Communication (3) †

This course provides students with the knowledge, critical thinking, communication, and problem-solving skills necessary to participate effectively in a world in which digital information is increasingly important. Students will deveop a wiser set of vital literacy skills to ensure they can understand, analyze, and evaluate the messages they encouter daily and effectively utilize digital tools to design and distribute their own messages in a classroom and, ultimately, in the workplace.

COM 200 - Journalism Practicum (1)

The new course COM 200 Journalism Practicum would address basic journalistic skills, such as newsworthiness and practical application in news-writing style. The course focuses on making news judgments, gathering evidence and constructing narratives. Throughout the semester students will be engaged in conversation with practitioners in the field, participate in mandatory seminars and workshops, and practice experiential learning in the classroom, transforming a "news budget" into a campus newspaper. Students in this course would also contribute to complementary medium, such as the Keukonian website and its social media outlets. After this course, students will have a broad understanding of the business of journalism, modern delivery platforms and print design and layout.

COM 201 - Interpersonal and Group Communication (3) †

Provides an introduction to the theory and practice of interpersonal and group communication. The course emphasizes experiential learning, as students apply theoretical concepts to journal questions, communication plans and team class leadership.

Prerequisite: Prerequisite: Complete COM-122 or with consent of the instructor. (Required, Previous)..

COM 221 - Media Writing (3)
COM 250 - Graphic Design (3) †

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.

COM 295 - Introductory Topics in Communication (1.00-3.00) †

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.

COM 301 - Organizational Communication (3)
COM 305 - Design in a Digital World (3) †

This course will examine some of the principal implications of digital technologies and new media for the field of art and design. Students will explore the ways in which new media and digital tools have influence the practice of art and design and apply what they have learned in creating digitally-based projects of their own. Attention will be paid to social media, online publishing, open-source software, and selected digital tools; guest lecturers will offer practical insights and guidance regarding the theory and practice of art and desing in digital contexts.

COM 310 - Digital Storytelling (3) †

A course that explores the application of digital technologies to the art of storytelling and the creation and analysis or narratives within digital environments. Students will examine the integration of text, image, and sound within digital stories, and explore various forms and formats of web-based storytelling: fiction, documentary, animation, video games, virtual reality, and other emerging applications.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

COM 320 - Business and Professional Writing (3) †

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.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

COM 321 - Media Writing (3) †

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.

Prerequisite: Prerequisite: Complete COM-122 and ENG-112. (Required, Previous)..

COM 330 - Digital Illustration (3) †

This course provides students with the foundational design skills and technical knowledge they need to create original digital illustrations using bitmap-based, vector-based, and 3D modeling digital applications. Students will learn to translate their experience in traditional analog media (drawing, painting, collage, sculpture) into the digital realm.

Prerequisite: Prerequisite: Complete ART-250 or COM-250. (Required, Previous)..

COM 340 - Web-Based Design (3) †

This course is intended to provide an overview of design principles for web-based applications. Students will become familiar with the theory and practice behind effective design for the web, including designing web pages, wire-frames, responsive interfaces, navigation, landing pages, web-based advertisements, and e-mail campaigns. Classes will include discussions, lectures and hands-on designing. Students will be required to complete collaborative and individual projects.

Prerequisite: Complete ART-250 as either a prerequisite or corequisite. (Required, Previous or concurrent). | Take ART-250 (Recommended, Previous or concurrent)..

COM 350 - Digital Publishing (3) †

Course is designed to acquaint students with the skills necessary to compose and produce journals, newsletters, brochures, advertising, and public relations materials, using the most current page layout software. Students will be expected to master journalistic editing skills as well as creative methods of layout and design.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

COM 394 - Organizational Communication Fld Pd (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

COM 399 - Independent Study (1.00-3.00) †
COM 401 - SR Practicum: Communication (3)
COM 420 - Communication Theory (3) †

A study of the major theories that address group, interpersonal, organizational and mass communication, including their development, history and influence, and how these theories apply to workplace experiences. Theories to be studied will include interpersonal communication; relationships and influencing behavior; group and public communication including group decision-making and conflict management; intercultural communication; gender communication differences; mass media communication; and others.

Prerequisite: Prerequisite: Complete COM-122 or with consent of the instructor. (Required, Previous)..

COM 421 - Media Frontiers (3) †

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.

Prerequisite: Prerequisites: Complete COM-122, junior or senior standing, or consent of the instructor. (Required, Previous)..

COM 428 - Organizational Communication (3) †

Students will become familiar with the role of communication in organizational cultures, the structure of organizational communication systems, and strategies for managing organizational communication. Students study the processes of organizational communication, focusing on how theoretical approaches may be applied to practical problems and are expected to apply what they learn from the text and classroom discussions to text questions, team consulting projects, and a communication problem analysis, with solution suggestions.

Prerequisite: Prerequisite: Complete COM-122 and COM-201, or with consent of the instructor. (Required, Previous)..

COM 484 - Senior Practicum in Communication (3)

Students complete 80-hour on- or off-campus communication interships and participate in two weekly seminar meetings, with emphasis on portfolio preparation and job search skills. Evaluation will be based on a report from the student's internship supervisor, hard-copy and e-portfolios of the student's work, and a final, oral presentation consisting of the portfolios and responses to hypothetical interview questions.

E0

COM ELE - Communication Elective (1.00-30.00)

CRM - Criminology Criminal Justice

CRM 100 - First Year Workshop (1)

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. (Also listed as SOC 100)

CRM 101 - Introduction to Criminal Justice (3) †

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.

CRM 202 - Crime, Deviance and Social Control (3)

Prerequisite: SOC 101. Criminal and deviant behavior; interaction between society, delinquents, criminals, and deviants; social controls inside and outside correctional systems; and relevant theories in contemporary criminological research. Also listed as SOC 202. (Offered every spring semester.) (LA)(3)

CRM 211 - Relations of Law Enforcement (3) †

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.

Prerequisite: Prerequisite: Complete CRM 101. (Required, Previous)..

CRM 221 - Criminal Investigation (3) †

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.

Prerequisite: Prerequisite: Complete CRM-101. (Required, Previous)..

CRM 231 - Courts, Prosecution and Defense (3) †

Study of the structures, courtroom work groups; lower criminal courts, trial courts, and appellate courts; judges, prosecutors, and defense counsel; prosecution, adjudication, and sentencing.

Prerequisite: Prerequisite: Complete CRM-101. (Required, Previous)..

CRM 232 - Punishment, Treatment and Corrections (3) †

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.

Prerequisite: Prerequisite: Complete CRM-101. (Required, Previous)..

CRM 234 - Juvenile Justice (3) †

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.

Prerequisite: Prerequisite: Complete CRM-101. (Required, Previous)..

CRM 255 - Criminal Justice Ethics (3) †

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.

Prerequisite: Prerequisite: Complete CRM-101 and SOC-101. (Required, Previous)..

CRM 275 - Environmental Sociology (3) †

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, crime, 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 lifestyle, aesthetics and civic participation. Social movements addressing these factors will also be examined.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

CRM 285 - Criminology (3) †

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.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

CRM 295 - Introductory Topics in Criminology (3) †

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.

CRM 301 - Criminal Law (3) †

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.

Prerequisite: Prerequisite: Complete CRM-101 and SOC-202. (Required, Previous)..

CRM 302 - Criminology (3)

Prerequisites: CRM 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 303 - Victimology (3) †

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 researchand policy are explored. Also listed as SOC 303.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

CRM 311 - Organized Crime (3) †

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.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

CRM 312 - Predatory Crime and Violence (3)

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)

Prerequisite: Complete SOC-202 (Required, Previous)..

CRM 322 - White Collar and Corporate Crime (3) †

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.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

CRM 323 - Juvenile Delinquency (3) †

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 and CFS 323.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

CRM 325 - Environmental Crime (3)

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)

Prerequisite: Complete CRM-101 (Required, Previous)..

CRM 346 - Family Violence (3) †

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.

CRM 353 - Drugs in American Society (3) †

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.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

CRM 390 - Criminology/Criminal Justice Fld Pd (3)

Initial educational 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.

CRM 395 - Intermediate Topics in Criminology (3) †

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.

Prerequisite: Prerequisite: Take SOC-101. (Required, Previous)..

CRM 395A - Crime Scene Processing/Reconstruction (3)

": This course explores the techniques used for processing crime scenes to locate, document, collect and preserve evidence. Specific attention focuses on methods for discovering evidence, proper evidence documentation and accountability, as well as potential and probable outcomes from scientific examination, investigative significance, and adjudication implications. This course also focuses on techniques for reconstructing crime scenes and application of logical reasoning, sources of information, criminology, victimology, and experience and skills to interpret events surrounding acts of crime.Course learning objectives require students to critically evaluate crime scene scenarios and develop appropriate strategies for discovery, documentation and recovery of investigative evidence. Students must become familiar with crime laboratory services and prepare a laboratory examination request to demonstrate an understanding of forensic science capabilities, limitations and how the findings can be applied to criminal justice issues."

CRM 395B - Survey of Forensic Sciences (3)

This course examines the Forensic Science disciplines of fingerprints; fraudulent documents; firearms and toolmarks; trace evidence (glass, soil, paint, hair and fibers) serology; DNA; and photography. Emphasis is placed on the tools and techniques of each discipline as applied to evidence processing and analysis, and the ability to establish facts leading to the resolution and prosecution of crimes. The course also examines the role of expert witness qualifications, preparation and testimony.Course learning objectives require students to identify those scientific disciplines that contribute to resolving legal issues; recognize the capabilities and limitations of scientific examinations of items of evidence; the need to screen items to determine their potential value as evidence; and list the physical and biological characteristics of evidence that lend themselves to classification.

CRM 395C - Intro: Crime Scene Processing (3)
CRM 399 - Independent Study (1.00-3.00)
CRM 395AC - Intro Topics: Crime Scene Processing (3)

This course explores the techniques used for processing crime scenes to locate, document, collect and preserve evidence. Specific attention focuses on methods for discovering evidence, proper evidence documentation and accountability, as well as potential and probable outcomes from scientific examination, investigative significance, and adjudication implications. This course also focuses on techniques for reconstructing crime scenes and application of logical reasoning, sources of information, criminology, victimology, and experience and skills to interpret events surrounding acts of crime.Course learning objectives require students to critically evaluate crime scene scenarios and develop appropriate strategies for discovery, documentation and recovery of investigative evidence. Students must become familiar with crime laboratory services and prepare a laboratory examination request to demonstrate an understanding of forensic science capabilities, limitations and how the findings an be applied to criminal justice issues.

CRM 401 - Internship Criminology/Crm Justice (12)

Supervised field work in a criminology and criminal justice setting. In addition to field work experience, completion of journal, written assignments and special projects under the guidance of a faculty member in the program is required.

CRM 402 - Case Studies Criminology. and Criminal Justice (3)

Utilization of criminological theories and methods in analysis of case studies, including students' experiences from their own internships (CRM 401); application of research skills to prepare, present, and defend relevant findings to a critical audience.(Offered every spring semester.)

CRM 490 - Criminology/Criminal Justice Fld Pd (3)

Advanced educational 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.

CRM 510 - Leadership in Criminal Justice (3)

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 tolead others through change will be a central theme of the course.

CRM 520 - Ethics for Criminal Justice Professional (3)

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.

CRM 530 - Admin Issues in CJ Organizations (3)

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.

CRM 540 - Decision Making for CJ Administrators (3)

This course is designed to enable students to use various decision-making models and techniques for more effective decisions 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.

CRM 550 - Human Resource Administration in CJ (3)

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.

CRM 560 - System-Wide Issues in CJ Administration (3)

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 æDrug CourtsÆ, the use of æDomestic Violence CourtsÆ, the use of æCommunity PolicingÆ, the role of æCivil Incarceration of Child Molestersö etc. The course will follow the æbest practicesÆ approach and will focus on how research helps determine what works and what does not work in Criminal Justice Administration.

CRM 570 - Legal/Case Law Impacting CJ Administrators (3)

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.

CRM 580 - Introduction to Action Research (2)

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.

CRM 581 - Statistics for Action Research (2)

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.

CRM 590 - Criminal Justice As Public Policy (3)

The focus of this course is how crime can be seen as a æpublic problemÆ and æpublic policy issueÆ. This course will focus on the function of bureaucracies and how bureaucraciesÆ formulate and implement public policies which deal with crime and security for the public.

CRM 600 - Action Research Project (6)

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.

Prerequisite: Prerequisite: Complete CRM-580 and CRM-581. (Required, Previous)..

E0

CRM ELE - Criminology/Criminal Just Ele (1.00-30.00)

DAN - Dance

DAN 101 - Introduction to Dance (3) †, *

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 studentsto classical forms and exploration of modern and jazz modes. Emphasis is on the fundamentals of movement, rhythm, composition, and style. This course provides students with an opportunity to experience and develop an appreciation for dance. Offered as a fine arts core option.

DAN 102 - Concert Workshop (1)

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.

DAN 130 - Basics of Modern Dance (1)

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.

DAN 140 - Basics of Jazz Dance (1) †

Elementary jazz techniques and their foun-dation in various ethnic cultures. Application to contemporary dance forms and exercise programs.

DAN 201 - Dance, Self, and Culture (3) †, *

A consideration of the fundamentals of movement, dance ccomposition and personal style as expressed within a range of cultures from around the world. Students will be introduced to some of the many forms and methods of self-expression through dance from around the globe, and the ways in which different cultures conceive the self and its awareness in and through the body, with the intent that these encounters will inform the student's own experiences and experiments in the art of dance.

DAN 205 - Movement in the Wider World (3) †, *

An exploration of how movement creates meaning in our everyday lives by examining different dance forms and the evolution of movement in performance and in everyday expression. Students will learn to recognize and to interpret body movement, develop an increased awareness of mind-body connectivity, and learn how to use movement to enhance personal expression and communication. The course will culminate in a major-specific project that requires specific analysis of movement within students' major and will therefore enhance studies in Occupational Therapy, Psychology, Business, and Education, for example.

DAN 211 - Advanced Techniques (3) †

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.

DAN 295 - Introductory Topics in Dance (1.00-3.00) †

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.

DAN 399 - Independent Study (1.00-3.00) †

E0

DAN ELE - Dance Elective (1.00-30.00)

DD - Developmental Disabilities

DD 398 - Practicum Treatment for Dev Disability (3)

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.

Prerequisite: Prerequisite: Complete EDU-211. (Required, Previous)..

E0

DD ELE - Developmental DiSabilities Elective (1.00-30.00)

DL - Digital Learning

DL 120 - Introduction to Computer Applications (3)

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.

DL 150 - Understanding Digital Communication (3) †

This course provides students with the knowledge, critical thinking, communication, and problem-solving skills necessary to participate effectively in a world in which digital information is increasingly important. Students will develop a wider set of digital literacy skills to ensure they can understand, analyze, and evaluate the messages they encounter daily and effectively utilize digital tools to design and distribute their own messages in a classroom and, ultimately, in the workplace.

DL 151 - Introduction to Digital Learning (3) †

An overview and practice of coding fundamentals and digital thinking will be covered through a variety of applications including games, digital media, mobile apps, data analytics and visualization. Students will gain an understanding of how computer code works, how it applies to digital tools, and how it can be used to better understand and use data. An introduction to digital thinking and understanding how digital tools work by learning about how people and technology interact.

DL 201 - Fundamentals Fo Code and DigitalyThinking (3) †

Introduces systems thinking by teaching a diversity of coding languages and the applications for which these can be used. An overview of multiple languages will be covered to demonstrate both the commonality of systems and the diversity of applications created.

Prerequisite: Prerequisite: Complete DL-151. (Required, Previous)..

DL 290 - Digital Learning Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his or her digital learning knowledge to a real-career setting.

DL 295 - Intro Topics/Digital Learning (1.00-3.00) †

An introductory study of a specific topic within digital learning. Intended for freshmen and sophomores, or for students with little or no background in digital learning. The student may repeat the course, but not the topic.

DL 310 - Digital Storytelling (3) †

A course that explores the application of digital technologies to the art of storytelling and the creation and analysis or narratives within digital environments. Students will examine the integration of text, image, and sound within digital stories, and explore various forms and formats of web-based storytelling: fiction, documentary, animation, video games, virtual reality, and other emerging applications.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

DL 311 - Data Analytics: Big Data & Visualization (3) †

This course builds on the introductory coding and digital thinking concepts taught in DL/ART/COM/ENG-150 and DL-151. Techniques in accessing, collecting analyzing, interpreting and presenting data clearly in visual form in order to understand information and solve problems. Students will learn how data is created, stored, and communicated.

Prerequisite: Prerequisite: Complete DL-150 and DL-151. (Required, Previous)..

DL 390 - Digital Learning Capstone (3)

This capstone course provides the interface between digital thinking and learning theory and skills (previous four DL courses) and the students' major/program. Students will learn to become digital thinkers in their disciplines. A review and synthesis of the four Digital Learning courses allow students to understand their skills in context. A project-based course, students create major-specific digital-based products that attempt to solve existing problems or advanced knowledge or skills in their major.

Prerequisite: Prerequisite: Complete DL-150 DL-151 DL-311 and DL-310. (Required, Previous)..

DL 399 - Independent Study (1.00-3.00)

Independent study in digital learning.

DL 495 - Advanced Topics in Digital Learning (1.00-3.00) †

An advanced study of a specific topic within digital learning. Intended for juniors and seniors, or for students with an appropriate background in digital learning. Student may repeat the course but not the topic.

DR - Waitlist

DR 001 - D.R.I.V.E. Lifeskills ()

D.R.I.V.E. program

ECO - Economics

ECO 210 - Principles of Macroeconomics (3) †

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.

ECO 210C - Principles of Macroeconomics (3)

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 on-line)

ECO 211 - Principles of Microeconomics (3) †, *

This course will explore price theory and its application to the factors of production, and the concept of elasticity of supply and demand. The course will also cover the relationship of organizations to production, costs, markets, pricing, and alternative economic systems. International trade and monetary policy will also be explained.

ECO 211C - Principles of Microeconomics (3)

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 on-line)

ECO 295 - Introductory Topics in Economics (1.00-3.00) †

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.

ECO 350 - Principles of Economic Theory (3) †

Economics is the social science of choices, whether that choice is made by an individual, a firm, a government or a planet. It is a science in that economists try to explain and rationalize behavior through models and hypothesis testing. It is social science because, at the end of the day, interaction between economic agents is what drives the most interesting and engaging questions in the discipline. This course will introduce to you what it means to "think like an economist." We begin with the foundations that underlie all of economics. We then divide and explore the two broad divisions within economics: microeconomics, which deals with individual agents' behavior, and macroeconomics, which deals with broad trends of the economy. By the end of this course, the students will have the following knowledge and skills:
1. Understanding the principles of economic theory. 2. Knowledge of the fundamental principles of micro-economic and macro-economic theory. 3. Ability to make decisions that apply their knowledge of 'thinking like an economist' to a current relevant situation.

Prerequisite: Prerequisite: Complete BUS-302. (Required, Previous)..

ECO 370 - Principles of Sustainability (3) †

The purpose of this class is to explore current challenges and opportunities facing firms in the area of sustainability. Through lectures, case discussions, and a course-long project, each week we will examine and critically evaluate contemporary trends in sustainable business practices with respect to environmental protection, community/economic development, and consumer welfare. Using the realm of sustainable business practices, we will address related issues of incorporating social values into business objectives, social responsibility and the need to meet triple bottom lines relating to people, planet, and profit. The learning objectives of the course ensure the students have the following knowledge and skills: 1) Understanding the relationship between sustainable business practices, consumer welfare, and ecological systems. 2) Understanding the business practices that work harmoniously with nature. 3) Understanding the interdisciplinary nature of sustainable enterprise. 4) Understanding how a sustainable philosophy can be implemented to compliment the greater context of a firm's corporate strategy.

Prerequisite: Prerequisite: Complete ECO-350. (Required, Previous)..

ECO 399 - Independent Study (1.00-3.00)
ECO 495 - Advanced Topics in Economics (1.00-3.00) †

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.

E0

ECO ELE - Economics Elective (1.00-30.00)

EDU - Education

EDU 002 - Mandated Reporting Workshop ()

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.

Prerequisite: Take EDU-410 either as a prerequisite or a corequisite. (Required, Previous or concurrent)..

EDU 003 - Violence Prevention Workshop ()

A three-hour workshop addressing violence and bullying prevention and intervention. This workshop is required for the New Yok State teacher certiication addressing SAVE and Dignity for All Students (DASA) legislation. 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.

Prerequisite: Take EDU-410 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

EDU 105 - Introduction to Education (3) †

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. Legal, historical and special education issues impacting the education of learners in American schools are introduced. The structure and governance of schools, issues related to curriculum, and the profession of teaching will also be explored. The course will also introduce the students to theories and theorists, and the importance of planning for instruction including writing lession goals and objecties through the creation of learning segments. 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 all learners in this setting.

EDU 209 - Early Child Perspective in Disabilities (3) †

This course focuses on the developmental, learning, behavioral, and social charcteristics and needs of infants, preschoolers, and young children 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.

Prerequisite: Take EDU-105 either as a prerequisite or corequisite. (Recommended, Previous or concurrent)..

EDU 210 - Educating Students At Risk (2) †

In support of the education of all students, this course reviews the philosophical, historical, theoretical and legal foundations of special education and the education of other categories of students who are considered at-risk. From this broad perspective, students examine the needs and treatment of students with disabilitiies as well as other groups including but not limited to migrant, homeless, and incarcerated youth; minorities; gay, lesbian, bi- and transgenered students; first Americans, students with mental health challenges, and students living in poverty. The course also reviews state and federal legislation that impacts educational practice for these students, including the individuals with Disabilities Education Act, and Elementary and Secondary Education Act, (NCLB), and court cases defining ELL education; related district and school decisions are examined as well. An overarching goal is to define what it means to be a special educator or an educator of students who are at risk for other reasons. Issues of social justice and how educators provide a free approapriate public education in the least restrictive environment are explored.

Prerequisite: Take EDU-105 either as a prerequisite or a corequisite. (Recommended, Previous or concurrent)..

EDU 211 - Societal Perspectives/Special Education (3) †

This course focuses on the developmental, learning, behavioral, and social characteristics and needs of students across the spectrum of disabilities. Etiological factors of disability, effective intervention strategies, and an understanding of societal perceptions related to determinations of disability are emphasized. The course includes discussion on the importance of school, family, and community collaboration in educating and including individuals with disabilities. Fifteen hours of field experiences in local agencies serving individuals with disabilities round out the learning in this course.

Prerequisite: Take EDU-105 and EDU-210 either as prerequisites or corequisites. (Recommended, Previous or concurrent)..

EDU 264 - Infants and Toddlers (2)

This course is an orientation to the issues, challenges, opportunities and curriculum of early childhood education from birth to 36 months. Before delving into the specific age designation of birth-36 months, the foundations of early childhood education - developmentally appropriate practice (DAP), New York State Early Learning Guidelines, theories of early childhood learning and development, the history of early childhood education, and ethical conduct in early childhood education - are established. This course examines the principles and theory behind the planning of developmentally appropriate and effective, safe, and healthy environments for infants and toddlers, with an emphasis on play-based curriculum. The impact of culture, family, language, abilities, and early intervention will be addressed. The roles of the early childhood educator will be analyzed. A 5-hour field experience is included in this course.

Prerequisite: Prerequisite: Complete EDU-105. (Required, Previous)..

EDU 270 - Early Childhood Curriculum (4)

Prerequisite: EDU 105 (or concurrent), co-requisite: enrollment in EDU 275. This course focuses on the activities and experiences appropriate for the developmental level of the children to assist thembuild concepts and knowledge as outlined in the New York state standards. Creating a supportive environment is also included. There will be a 15- hour field experience in this course. (Offered every spring semester.)(4)

EDU 275 - Early Language and Literacy (3)

This course focuses on language and literacy in early childhood, birth through second grade. The emphasis is on supporting learning across this span of development in different naturalistic and instructional settings. To that end, learning theories, development, and appropriate instructional strategies for the acquisition of communicative skills, emergent literacy, and beginning reading and writing are emphasized. The New York State Early Learning Guidelines and Common Core English Language Arts standards provide the framework for instruction within a balanced, thematic approach. The course also includes a 5-hour field experience in an early childood setting.

Prerequisite: Take EDU-105 either as a prerequsite or corequisite. (Recommended, Previous or concurrent)..

EDU 290 - Exploratory Education Field Period (3)

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.

EDU 306 - Assessment in Inclusive School (3)

The basic concepts of assessment will be explored, including basic descriptive statistics, simple comparison methods, as well as item analysis. Candidates will create a range of classroom assessment devices, both formative and summative, based on model Common Core Learning Standards units. Candidates will use assessment data, formative and summative, as well as the data from state mandated devices, to guide instruction and planning. Response to intervention is discussed. Attention will be given to the use of assessment results, from norm-referenced and standardized tests, for placement decisions and the planning, and monitoring of IEP goals and objectives for students with disabilities.

Prerequisite: Prerequisites: Complete EDU-105 and EDU-210. (Required, Previous)..

EDU 307 - Philosophical Foundations of Education (2) †

This course introduces the historical, social, and philosophical foundations of American educational system. Students will learn about European and other Western philosophies and theories of education affecting the structure of American educational thought. Continued development of the personal philosophy of education is included.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

EDU 308 - Teaching in Inclusive Early Childhood (3)

This course emphasizes the role of the teacher as decision-maker; one who manages the instructional/learning environment so as to achieve optimal outcomes of all students, with an emphasis on students with disabilities in inclusive settings. Candidates will have an opportunity to create specially designed instruction for students with disabilities in the regular education setting, as well as in other settings. There is an emphasis on the preparation of IEPs and the concomitant materials. As distinct feature of this course is an examination of the relationship between the regular and special educators and the need for collaboration to insure positive learning outcomes for all students.

Prerequisite: Prerequisite: Complete EDU-210, EDU-211 or 209, EDU-309 or 371. (Required, Previous)..

EDU 309 - Integrated Methods: Childhood (6)

An investigation into how to teach content in the inclusive elementary classroom, with an emphasis on using the Common Core State Standards (http://www.p12.nysed.gov/ciai/comon_core_standard s/) as the framework for instructional planning and assessment. Students will apply a constructivist model of teaching with learner-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 learning segments and experiences and make appropriate modifications for a diverse group of 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, including: use of centers, inquiry and problem-based approaches, direct instruction, the use of technology, and cooperative learning. Fifteen hours of field experience in elementary classrooms, to identify "theory in practice," round out the learning in this course.

Prerequisite: Prerequisite: Complete EDU-306. (Required, Previous). | Corequisite: Take EDU-310. (Required, Previous or concurrent)..

EDU 310 - Literacy in Inclusive Schools (3)

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.

Prerequisite: Prerequisite: Complete EDU-306. (Required, Previous). | Corequisite: Take EDU-309. (Required, Concurrent)..

EDU 311 - Language in Use () †
EDU 312 - Early Child Literacy & Diverse Learner (3)

This course provides a continued investigation of learning and instruction in language and literacy (reading, writing, listening and speaking) for the early childhood educator. Using the New York State Early Learning Guidelines and the Common Core English Language Arts standards, the course emphasizes how to provide individualized instruction in literacy for English Language Learners, students who are gifted, those with disabilities, and others who may need this type of instruction to achieve. Instruction is provided in how to use literacy assessments to determine appropriate goals for these students and in how to determine and implement corresponding instructional strategies. Culturally relevant pedagogy and other strategies that take students' background into account as part of learning are discussed as well. Interaction with consultant teachers, other specialists, and parents will be addressed.

Prerequisite: Prerequisite: Complete EDU-275 and EDU-372. (Required, Previous). | Corequisite: Take EDU-371. (Required, Concurrent)..

EDU 316 - Childhood Literacy & Diverse Learner (3)

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 Common Core Standards for Language Arts, the course will emphasize the individualization of instruction for children who are gifted 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. Students will also learn about the major theories and research related to structure and acquisition of first and second language in order to identify legal, linguistic, cultural, community, and familial topics related to working with Limited English Proficient (LEP) student population. Interaction with consultant teachers, other specialists, and parents will be addressed.

Prerequisite: Prerequisite: Complete EDU-310. (Required, Previous)..

EDU 321 - Adolescent Integrative Methods/Classroom (4)

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.

Prerequisite: Prerequisite: Complete EDU-306. (Required, Previous)..

EDU 322 - Instructional Design () †
EDU 340 - ASL in Education (3)

This course addresses the application and use of sign systems and American Sign Language in education and literacy learning. The course focuses on American Sign Language as it is used within programs serving deaf students; information is presented from a developmental and bilingual-bicultural approach. Students also learn how signs are used to foster communication in early childhood/childhood programs for children with and without disabilities. Studies of sign-supported communication with students with atypical oral language development, such as those with Autism, are also discussed.

Prerequisite: Prerequisite: Complete either EDU-275 or EDU-310. (Required, Previous). | Take ASL-212 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

EDU 343 - Educating Students W/Severe Disabilities (3)

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.

Prerequisite: Prerequisite: Complete EDU-211. (Required, Previous)..

EDU 355 - Educational Psychology (3) †

This course focuses on the understanding and application of psychological findings and principles related to education. It examines the array of individual learning and behavioral differences found in the diverse population of today's schools. Understanding the tenets of the primary theories of learning (behavioral, cognitive processing, deveopmental, constructivist and socially influenced), along with the potential influence of diversity on learning is examined. The application of these understandings to the teaching of school-aged children is then explored, along with an understanding the psychological aspects of learning environments and instructional organization approaches. Also, listed as PSY-355.

Prerequisite: Prerequisite: Complete either PSY-101 or PSY-123. (Required, Previous)..

EDU 357 - Adolescent Literacy I (3)

This course is the first of the two-course sequence designed to provide the adolescent pre-service teacher with the knowledge and skills to ensure that her/his future students develop and use the literacy strategies and skills necessary for success in middle and high school content area classes. This first course introduces key theoretical and practical aspects of literacy learning and teaching that address the particular needs of students in today's diverse classrooms. We explore how literacy practices evolve and can be enhanced, along with the role of critical literacy practices and new literacies in an increasingly globalized world. During this course, pre-service teachers will build a knowledge through practices related to reading, writing, listening and speaking.

Prerequisite: Prerequisite: Complete EDU-306. (Required, Previous). | Corequisite: Take EDU-321. (Required, Concurrent)..

EDU 358 - Adolescent Literacy II (3)

The follow-up course to EDU-357 focuses on identifying diverse adolescent learners using assessment of literacy skills as they relate to content areas. Students will learn about the major theories and research related to the structure and acquisition of language in order to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Assessment, diagnosis and remediation are major components of this course. Students will demonstrate understanding of issues and concepts of assessment by developing their own case study in a clinical setting.

Prerequisite: Prerequisite: Complete EDU-357. (Required, Previous)..

EDU 363 - Methods of Teaching Adolescent Science (3)

Prerequisite: EDU 105. Thiscourse is designed to prepare students to be secondary science teachers. The major emphasis of the cousre is to ensure that students have the necessary planning and teaching skills to be successful techers in science classrooms for grades 7-12. (Offered every even-year fall semester.)(3)

Prerequisite: Complete EDU-105 (Required, Previous)..

EDU 364 - Methods of Teaching Adolescent English (3)

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

Prerequisite: Complete EDU-105 (Required, Previous)..

EDU 365 - Methods of Teaching Adolescent Mathematics (3)

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

Prerequisite: Complete MAT-106 with a minimum grade of C- and EDU-105 (Required, Previous)..

EDU 366 - Methods of Teaching Adolescent Social Studies (3)

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

Prerequisite: Complete EDU-105 (Required, Previous)..

EDU 371 - Early Childhood Curriculum (3)

This course is an investigation into how to teach content knowledge, concepts and skills in the early childhood classroom (inclusive and general education), with an emphasis on using the New York State Early Learning Guidelines and Common Core State Standards as the framework for instructional planning, implementation, and assessment. This course focuses on instructional planning for and teaching of young children in an intentional, developmentally appropriate way utilizing a balance of child-initiated and adult-guided learning that integrates content areas, using hands-on learning, manipulatives, and inquiry-based learning activities and centers. Creating a supportive and purposefully planned environment for learning is also included. There is an 8-hour field experience in this course.

Prerequisite: Prerequisite: Complete EDU-372. (Required, Previous). | Take EDU-105 either as a prerequisite or corequisite. (Required, Previous or concurrent). | Corequisite: Take EDU-312. (Required, Concurrent)..

EDU 372 - Assess Early Child Inclusive Settings (3)

This course will look at procedures used to obtain information about an individual's development in academic and non-academic areas, and how to use that information to guide curriculum and planning. Attention will be given to the use of assessment results, from norm-referenced and standardized tests, for placement decisions and planning, and monitoring of IFSP EIP goals and objectives for students with disabilities. There will be a ten-hour field experience in this course.

Prerequisite: Prerequisite: Complete EDU-105. (Required, Previous). | Corequisite: Take EDU-275. (Required, Concurrent)..

EDU 373 - Teaching in Inclusive Secondary Schools (3)

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.

Prerequisite: Prerequisite: Complete EDU-211 and EDU-321. (Required, Previous)..

EDU 374 - Professional/Ldrshp in Early Childhood (3)

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 professional organizations, referral agencies and funding sources, how to maintain quality early childhood care and education programs and how to follow a professional code of ethics. Students conduct in-depth research of a challenge in the early childhood field. Developing strong, reflective ECE leaders and advocates for young children and their families pervades this course. There is a ten-hour field experience component associated with this course.

Prerequisite: Prerequisite: Complete EDU-105 and EDU-264. (Required, Previous)..

EDU 383 - Collaborative Transition/Disabilities (3)

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.

Prerequisite: Prerequisite: Complete EDU-321 and EDU-373. (Required, Previous)..

EDU 385 - Teaching in Kindergarten (3)

This course is an intense, deeply concentrated course of study across al the domains needed to become a knowledgeable kindergarten teacher. The course builds upon the candidate's previous knowledge and experiences as they gain knowledge and skills necessary to createan appropriate learning environment in kindergarten. Theoretical underpinnings, as well as planning and assessment techniques unique to teaching kindergarten are examined. Related topics included in this course include: child development, inquiry- based thematic curriculum planning and implementation authentic formative assessment as well as informal screening assessment, appropriate and positive behavior guidance, and an examination of a foundational educational philosophy.

Prerequisite: Prerequisite: Take EDU-371 & EDU-312 or EDU-309 & EDU-310. (Required, Previous)..

EDU 391 - Regular Education Classroom Field Period (3)

An off-campus 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. This cannot be taken as a freshman Field Period.

EDU 392 - Special Education Field Period (3)

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 the 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 Field Period.

EDU 393 - Inclusion Classroom Educ Field Period (3)

An off-campus education classroom laboratory experience with exposure to curriculum materials, classroom management, instructional planning, methodology and the role of the professional educator. The placement must allow the student to be in a classroom of children with and without disabilities. In order to be counted as a special education experience the supervisor must be a special educator. The chronological age of the children should reflect the age of desired certification. This cannot be taken as a freshman Field Period.

EDU 394 - Education Related Field Period (3)

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 children in a non-classroom setting. Appropriate for Education Studies capstone Field Period. Does not fulfill either of the two required education Field Periods.

EDU 399 - Independent Study (1.00-3.00)
EDU 410 - Professional Management Issues (2)

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.

EDU 411 - Student Teaching Seminar (1)

This seminar is an accompaniment to student teaching, providing students with the opportunity to discuss student teaching experiences, challenges and celebrations, and gain valuable skills in becoming a reflective practitioner. In addition, teacher certification procedures, development of a professional portfolio and job interview techniques are addressed to prepare students for the job search process.

Prerequisite: Prerequisite: Complete EDU-410. (Required, Previous)..

EDU 452 - Student Teaching Adolescent Education (11)

Fourteen-week sequence of supervised student teaching in area 7-9 and 10-12 classrooms.

Prerequisite: Prerequisite: Complete EDU-410 one semester prior. (Required, Previous). | Take EDU-411 as corequisite. (Required, Previous or concurrent)..

EDU 454 - Student Teaching in Childhood & Spec Ed (11)

Fourteen-week sequence of supervised student teaching in elementary and special education.

Prerequisite: Prerequisite: Complete EDU-410 one semester prior. (Required, Previous). | Take EDU-411 as a corequisite. (Required, Previous or concurrent)..

EDU 455 - Student Teaching: Adolescent & Spec Ed (11)

Fourteen-week sequence of supervised student teaching in secondary and special education.

Prerequisite: Prerequisite: Complete EDU-410 one semester prior. (Required, Previous). | Take EDU-411 as a corequisite. (Required, Previous or concurrent)..

EDU 456 - Student Teaching in Early Childhood And Special Education (11)

Fourteen-week sequence of supervised student teaching in preschool, kindergarten, or grades 1-2, and special education.

Prerequisite: Prerequisite: Complete EDU 410. (Required, Previous). | Take EDU-411 as a corequisite. (Required, Previous or concurrent)..

EDU 457 - Student Tchg: Adolescent Gen Spec Educ (11)

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.

Prerequisite: Prerequisite: Take EDU-410. (Required, Previous). | Take EDU-411 as either a prerequisite or corequisite. (Required, Previous or concurrent)..

EDU 470 - Applied Educational Studies Capstone (4)

This course serves as a capstone. Taught seminar style, this course synthesizes the learning experiences of the Applied Educational Studies major by focusing on real world application of the theories, prinicples, and practices of intructional design with which students have been working. In the course, students serve as consultants and move through the phases of developing a learning module for their clients: meeting and disscussing strategies with clients, developing and implementing a needs assessment using survey instrumentation (Babbie), creating outcomes and designing learning experiences, and assessing the quality of the learning and any changes in behaviors on the part of the participants. The capstone would include a presntation to the class (and to the client) as well as a presentation to the Education Division and to the Keuka College community. An internship in a proefessional setting where a client is defined and solicited for purposes of the capstone project, is included in this course.

EDU 495 - Advanced Topics in Education (2)

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.

EDU 501 - Introduction to Educational Research (3)

An introduction to the rationale and procedures of educational research, placing primary emphasis onliteracy 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.

EDU 530 - Theoretical and Social Found of Literacy (3)

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 learningthat 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, andhow that history and those beliefs affect their literacy education beliefs.

EDU 531 - Assessment-Based Instruction I (4)

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 developthe 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.

EDU 532 - Practica B-2 (1)

This supervised field experience in a 3-6 setting provides practice, demontration, 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.

EDU 533 - Theory, Approaches, Best Practices (3)

A course designed for the participants to explore the impact that literacy or more importantly lack of literacy has on individuals. The course will examine the socio-economic and cultural impact that being partially literate, alliterate or illiteratehas on individuals, through reading materials such as In Forsaken Hands or Toxic Literacies. Itwill also explore the political implications surrounding the manner of literacy education as well the possible social outcomes of the various instructional/philosophical paradigms through an exploration of materials such as Growing Up Literate or The Naked Children. In addition participants will be expected to engage in self-reflective review of their own literacy beliefs and how those beliefs impacted their lives. Participants are expected to develop their own stance on how as literacy educators they will prepare their students and support other professionals in preparing students to deal with the demands and intricacies that the modern economic, political and social spheres create.

EDU 534 - Assessment-Based Instruction II (4)

This course extends the goals identified for Assessment-based Literacy Instruction I (B-2) to the students in elementary grades three through six. 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.

EDU 535 - Practica 3-6 (3)

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 factuly 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.

EDU 536 - Tech/Intruct Materal toPromote Literacy (3)

This course is designed to provide students with knowledge of genres and uses of children's literature, materials, and technology as an instructional tool for literacy learning in grades B-6. This course will include assessing student interest, evaluating the developmental levels, qualities, and efficacy of the literature, materials and technology, developing aesthetic and critical responses to literature, and consideration of instructional frameworks for technology-enhanced literacy instruction.

EDU 537 - Prof Leadership in Literacy Education (3)

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: (1) identification of current concerns or issues in literacy; (2) evaluation of research surrounding the issue or concern; (3) planning the implementation of an action to address the issue or concern; and (4) 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 leadershipis 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.

EDU 540 - Best Practices in Teaching Writing (3)

In this course students learn about the development of writing, theories about writing, and effective instructional practices to use with children, birth through grade six. Throughout the course, the focus in on communicative intent, with an awareness of the conventions (spelling, grammar, punctuation, handwriting, etc.) that children must learn and use in order to carry out that intent. Emergent writing skills and the spring ties of writing to oral language development are examined. 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 learning environments that support and facilitate the development of writing strategies and skills, using peer as well as teacher assistance. Process in this course is approaches as a recursive, individual approach to writing, rather than a linear, formulaic sequence of activities. Varied purposes for writing are explored along with the craft skills that writers use to enhance their writing. Application of writing across the subject areas is also stressed.

EDU 541 - Assessment-Based Literacy Instr III (4)

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.

EDU 542 - Practica III (4)

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.

EDU 543 - Literacy Instruct: Content Areas (5-12) (4)

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, and alternative and adaptive methods, and the use of technology.

EDU 550 - Issues/Trends in Education: DiVerse/Tech Society (3)

Prerequisite: none. Content includes a critical survey of issues and trends, their social and education basis, their implications for schools and examination, and an analysis of major problems.

EDU 560 - Capstone Seminar (3)

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 ideans, 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 proactices and decision making. (3)

EDU 560A - Research Seminar I (1)

This course is designed to facilitate the research of graduate students in the MS in Education Literacy B-6 and 5-12 as they write their capstone papers. In this course the students will prepare Parts 1 and 2 of their captone projects as well as complete the IRB proposal. This is a pass/fail course.

Prerequisite: Prerequisite: Complete EDU-501 and EDU-530 with a minimum grade of B. (Required, Previous)..

EDU 560B - Research Seminar 2 (1)

This course is designed to facilitate graduate students in the completion of their capstone projects. In this course, the students will completed parts 3, 4, and 5 of their capstone projects. This is a pass-fail course.

Prerequisite: Prerequisite: Complete EDU-560A. (Required, Previous)..

EDU 560C - Professional Seminar 3 (1)

This is a course designed to facilitate the professional completion of graduate students capstone projects. In this course, students will complete the final editing, by peer and external reader, of the project, preparation for publication in the Division's capstone compilation. This includes the preparation of an abstract, professional editing, the creation of a professional presentation as well as the attendant materials. This is a pass/fail course.

Prerequisite: Prerequisite: Complete EDU-560B and approval of mentor. (Required, Previous)..

EDU 570 - Professional Portfolios (3)

Professional Portfolios is designed to familiarize teachers and administrators with the genre of professional portfolios. It is offered as an on-line course and seeks to maximize the use of the web-based learning as an effective learning tool. This course includes video and text course content. One of the goals of the courseis to understand the role that professional portfolios can play in supporting learning and change.

E0

EDU ELE - Education Elective (1.00-30.00)

ENG - English

ENG 090 - Developmental English (4)

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 to one four-credit course.

ENG 091 - College Reading and Study Skills (4)

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 incread 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 - Integraded Reading & Writing Skills (4)

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 in 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 of one four-credit course.

ENG 100 - Fundamentals of College Writing (3)

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.

ENG 101 - Composition (3)
ENG 102 - College English II (3)
ENG 110 - College English I (3) †, *

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.

Prerequisite: Prerequisite: A grade of C- or better in ENG-100 or by placement. (Recommended, Previous or concurrent)..

ENG 112 - College English II (3) †, *

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.

Prerequisite: Prerequisite: Complete ENG-110 with a minimum grade of C-. (Required, Previous)..

ENG 112C - College English II (3)

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 (3) †, *

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.

Prerequisite: Complete ENG-110 as either a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 118C - Poems, Plays, and Prose (3)

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 on-line.) (LA) (VA)(3)"

ENG 120 - Introduction to Literature (3) †, *

An introduction to the study of literature through either a thematic or topical approach or through an examination of representative works from a single literary genre: poetry, drama, the short story, the novel, non-fiction prose, etc. Course may be repeated but not the topic.

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 125 - Literature in the Wider World (3) †, *

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? What professional opportunities are created by the study of English?

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 130 - Great Books: Beginnings (3) †, *

This course will examine great works of literature drawn from the beginnings of the Western literary tradition, including representative selections from both the Judeo-Christian scriptures and the classical tradition of Greek and Roman literature. Complementary texts from other cultural traditions may also be included at the instructor's discretion. The course will evaluate works through an understanding of their cultural contexts, their influences, and their genres.

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 135 - Great Books: Modern Age (3) †, *

This course will examine great works of Western literature drawn from the modern age, including representative selections from the early modern period to the present. Complementary texts from other cultural traditions may be included at the instructor's discretion. The course will evaluate works through an understanding of their cultural contexts, their influences and their genres. Course may be repeated but not the topic with permission of the instructor.

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 140 - Literature and Film (3) †, *

This course explores relationships between literature and film in order to develop skills of interpretation, analysis, and critical evaluation. Selected works of literature are analyzed in relationship with film adaptations or with films connected to these works by genre, topic, style, theme, etc.

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 145 - Literature, Nature Place (3) †, *

Students will read, discuss, and write about works of imaginative literature, (fiction, nonfiction, poetry, drama, or film) that invite questions regarding the relationships and interactions between humans and the places or physical environments in which they live. Students will examine selected works of literature that evoke a sense of place or raise questions about the connections among the inhabitants of a place. Consideration of the implications and possible consequences of various ways of understanding, representing and interacting with the natural world and the places we inhabit.

Prerequisite: Complete ENG-110 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 150 - Understanding Digital Communication (3) †

This course provides students with the knowledge, critical thinking, communication, and problem-solving skills necessary to participate effectively in a world in which digital information is increasingly important. Students will develop a wider set of digital literacy skills to ensure they can understand, analyze, and evaluate the messages they encounter daily and effectively utilize digital tools to design and distribute their own messages in a classroom and, ultimately, in the workplace.

ENG 170 - History of Theatre and Drama (3) †

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-170.

Prerequisite: Take ENG-110 as either a prerequsite or co-requisite. (Required, Previous or concurrent)..

ENG 201 - American Academic Culture (3) †

This intermediate level academic English course is intended for nonnative English speaking international students entering Keuka College as Junior or Senior level transfer students or who have already completed the basic English requirements. The course provides nonnative English speaking international students with the skills and strategies needed to meet the academic demands of their courses in a US institution of higher education. The focus is primarily on academic reading, listening, and speaking, according to students' needs. A grade of C- or higher is required to pass this course.

ENG 206 - The English Language (3) †

This course offers students an in-depth look at the nature of the English language. It addresses such questions as: Where does English come from? How does the language work? How and why has English changed over time? How have authors made use of, and extended the capabilities of, the English language?

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

ENG 207 - Lit and Society in Latin America (3) †, *

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.

Prerequisite: Prerequisite: Complete ENG-110. (Required, Previous)..

ENG 209 - Topics in World Literature (3)

Pre-requisite: ENG 110. A thematic or topical approach to significant literary works fromcultural 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)

Prerequisite: Complete ENG-110 (Required, Previous)..

ENG 210 - Traditions of Literature (3)

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)(3)

Prerequisite: Complete ENG-110 (Required, Previous)..

ENG 213 - Children's Literature () †
ENG 215 - Environmental Literature (3)

Pre-requisite: 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 environmnt have consequences both for human beings and for the world which we inhabit. (Offered every odd-year Fall semester)(LA)(VA)(PN)(3)

Prerequisite: Complete ENG-110. (Required, Previous)..

ENG 218 - Creative Writing (3) †

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.

Prerequisite: Prerequisite: Complete ENG-110. (Required, Previous)..

ENG 220 - Ways of Reading (3) †

A course in ways of reading, analyzing, and interpreting literary texts. Practice of close, careful reading, literary analysis and interpretation, and reading in cultural and historical contexts. Exploration of questions such as "why do we read?" and "how do we find meaning in what we read?" Review and application of basic tools and terms of literary study and an introduction to a range of representative critical perspectives. Substantial practice in writing essays of literary analysis and interpretation that demonstrate effective close reading of texts and an understanding of texts in their cultural and historical contexts.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

ENG 223 - American Lit I: to 1865 (3) †

An examination of American authors from the colonial beginnings to 1865. The course will engage with the variety of perspectives that constitute American literature and experience. Attention may be paid to relevant texts from other national traditions.

Prerequisite: Take ENG-112 as either a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 224 - American Lit II: Since 1865 (3) †

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.

Prerequisite: Complete ENG-112 as either a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 230 - Tutoring in Reading & Writing (1) †

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.

ENG 231 - British Lit I: to 1700 (3) †

An examination of British authors from the beginnings to the 17th century. Attention may be paid to relevant texts from other national traditions

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 232 - British Lit II: Since 17th Century (3) †

An examination of British authors from the 17th century through the present. Attention may be paid to relevant texts from other national traditions.

Prerequisite: Take ENG-112 as either a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 270C - History of Theatre and Drama (3)

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 on-line.) (LA)(3)

ENG 294 - English Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

ENG 295 - Introductory Topics in English (1.00-3.00) †

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.

ENG 295A - American Academic Culture ()

"This course explores aspects of American culture, including family like, history, traditions, institutions, lifestyles, and customs. Through intensive reading and writing assignments, international students will enhance their language skills, expand their vocabulary, and improve their knowledge of academic research skills.

ENG 300 - College Writing for Transfer Students (4) †

A grade of C or higher is required to pass this course. College Writing for Transfer Students prepares students from varied writing backgrounds for the upper-level academic writing required at Keuka College. In this course, students develop the skills necessary to write effective and coherent papers that likewise meet the standards of strong academic writing. Attention to grammatical competence and effective writing strategies.

ENG 301 - Creative Writing Workshop (3) †

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.

Prerequisite: Prerequisite: Complete ENG 218. (Required, Previous)..

ENG 302 - Action Research Project I (3) †

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.

Prerequisite: Prerequisite: Complete COM-320. (Required, Previous)..

ENG 306 - The English Language (3)

[CHANGED TO ENG-206] Prerequisites: ENG 110, ENG 112. This course offers students an in-depth look at the nature of the English language. It addresses such questions as: Where does English come from? How does the language work? How and why has English changed over time? How have authors made use of, and extended the capabilities of, the English language? (Offered every odd-year fall semester.) (LA)(3)

Prerequisite: Complete ENG-110 and ENG-112 (Required, Previous). | Take ENG-112 (Recommended, Previous or concurrent)..

ENG 308 - Introduction to Linguistics (3)

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.

Prerequisite: Take ENG-110 and ENG-112 as either prerequisites or corequisites. (Required, Previous or concurrent)..

ENG 310 - Digital Storytelling (3) †

A course that explores the application of digital technologies to the art of storytelling and the creation and analysis or narratives within digital environments. Students will examine the integration of text, image, and sound within digital stories, and explore various forms and formats of web-based storytelling: fiction, documentary, animation, video games, virtual reality, and other emerging applications.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

ENG 313 - Children's Literature (3) †

A survey of quality literature past and present for children and young adults.

Prerequisite: Prerequisite: Complete ENG-110 (Required, Previous)..

ENG 313C - Children's Literature (3)

Prerequisite: ENG 110. A survey of quality literature past and present for children and young adults. (Offered on-line.) (LA)(3)

ENG 315 - Shakespeare (3) †

A representative study of selected comedies, tragedies, history, and problem plays. May be repeated once with consent of instructor.

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 316 - Selected Authors (3) †

An intensive study of the works of a selected literary author or authors. Attention will be given to biography, culture and literary contexts, influences, and genre. Examples might include Austin, Faulkner, Joyce, Morrison, Twain, Hurston and Wright, and Chaucer and Milton. Focus will be announced in advanced. Course may be repeated but not authors.

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 319 - Creative Nonfiction (3) †

Advanced study and practice of forms of creative nonfiction, such as the essay, literary journalism, travel writing, and memoir.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

ENG 320 - Selected Topics in Literature (3) †

Advanced study of a literary topic or theme. Examples might include the following: The Book: From Scrolls to Scrolling, Reading Digital Texts, Myth and Romance: Arthur to the Present. Magic and Fantasy in Literature and Film, Native American Literature, Literary Expatriates, Travel in Literature, Poetry and the Natural World, the Russian Novel, and the Slave Narrative. Focus will be announced in advance. Course may be repeated but not the topic.

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 320C - Selected Topics in Literature (on-Line) (3)

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 on-line.) (LA)(3)

ENG 323 - American Lit I: to 1865 (3)

Pre or co-requisite: 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)

Prerequisite: Complete ENG-110 and ENG-112 (Required, Previous). | Take ENG-112 (Recommended, Previous or concurrent)..

ENG 324 - American Lit Ii: Since 1865 (3)

Pre or co-requisite: 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)

Prerequisite: Complete ENG-110 and ENG-112 (Required, Previous). | Take ENG-112 (Recommended, Previous or concurrent)..

ENG 331 - British Lit I: to 1700 (3)

Pre or co-requisite: 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)

Prerequisite: Conplete ENG-110 and ENG-112 (Required, Previous). | Take ENG-112 (Recommended, Previous or concurrent)..

ENG 332 - British Lit II: Since 17th Century (3)

Pre or co-requisite: ENG 112. An examination of British authors from the 17th century through the present. Attention may be paid to relevant texts from other national traditions. (Offered every odd-year spring semester)(LA)(3)

Prerequisite: Complete ENG-110 and ENG-112 (Required, Previous). | Take ENG-112 (Recommended, Previous or concurrent)..

ENG 340 - Poetry (3) †

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.

ENG 342 - History of the Novel (3) †

This course traces the history of the novel in English. It addresses questions such as: What are the origins of the novel? How has the novel form changed over time? How did the novel become a dominant literary genre?

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 376 - Special Topics in Theatre/Drama (3) †

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.

Prerequisite: Take ENG-112 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

ENG 385 - Aesthetic Theory and Practice (3) †

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.

Prerequisite: Prerequisite: Complete ENG-110. (Required, Previous)..

ENG 394 - English Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

ENG 399 - Independent Study (1.00-3.00) †
ENG 450 - Senior Capstone (3) †

A grade of C- or higher is required to pass this course. This course asks students to make connections between their literary studies and the wider world around them. Taking a case-study approach, it considers how the literature we read comments on and helps us understand the big questions facing us in the world today. It culminates in a Senior Project investigating an aspect of literature or literary culture.

ENG 451 - Senior Project in Creative Wrtg (3) †

Preparation of a 20- to 30-page manuscript of creative writing. Student works independently and in consultation with a faculty member.

ENG 460 - Internship in English (3.00-12.00)

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.

ENG 495 - Advanced Topics in English (1.00-3.00) †

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.

ENG 510 - Writing for Professionals (1)

Writing for Professionals prepares Social Work graduate students with the knowledge and skills necessary to successfully meet the scholarly demands of Keuka College as well as the writing standards of practitioners in the profession. This course provides the student practical experience in the application of APA writing skills that are necessary for graduate school and employment success. This is achieved through the completion of a writing portfolio and subsequent analysis of their individual writing strengths and areas of need, which will be shared with program course instructors.

E0

ENG ELE - English Elective (1.00-30.00)

ENV - Environmental Sciences

ENV 105 - Environmental Science (4) †, *

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.

Prerequisite: Take MAT-095, MAT-102 or receive a placement score of 2 or higher. (Required, Previous). | Corequisite: Take ENV-105L. (Required, Concurrent)..

ENV 105C - Environmental Science (4)

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 on-line.) (LA) (PN)(4)

ENV 105L - Lab-Environmental Science ()

Lab for ENV 105.

Prerequisite: Corequisite: Take ENV-105. (Required, Concurrent)..

ENV 295 - Introductory Topics: Environmental Sci (2) †

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.

Prerequisite: Prerequisite: Complete CHM-111 and BIO-136. (Required, Previous)..

ENV 315 - Plant Physiological Ecology (4)

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)

Prerequisite: Complete BIO-234 and CHM-111 (Required, Previous)..

ENV 315L - Lab--Plant Physiological Ecology ()

Lab for ENV 315.

ENV 331 - Ornithology (4) †

Avian biology emphasizing identification, behavioral patterns, and adaptations for survival; lecture and laboratory.

Prerequisite: Prerequisite - Complete BIO-234 & CHM-111 or BIO-208 & ENV-105. (Required, Previous). | Corequisite: Take ENV-331L. (Required, Concurrent)..

ENV 331L - Lab: Ornithology ()

Lab for ENV-331

Prerequisite: Take ENV-331 (Required, Previous or concurrent)..

ENV 337 - Ecology and Evolution (4) †

A qualitative and quantitative study of the interrelationships of organisms and the environment. Lecture and laboratory. Also listed as BIO 337.

Prerequisite: Prerequisite: Complete BIO-136 and ENV-105. (Required, Previous). | Corequisite: Take ENV-337L. (Required, Concurrent)..

ENV 337L - Lab-: Ecology and Evolution ()

Lab for ENV 337.

Prerequisite: Corequisite: Take ENV-337. (Required, Concurrent)..

ENV 351 - Advanced Environmental Science (4) †

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.

Prerequisite: Prerequisite: Complete BIO-207 and CHM-207. (Required, Previous). | Corequisite: Take ENV-351L. (Required, Concurrent)..

ENV 351L - Lab: Advanced Environmental Science ()

Lab for ENV 351.

Prerequisite: Corequisite: Take ENV-351. (Required, Concurrent)..

ENV 360 - Limnology (4) †

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.

Prerequisite: Prerequisite: Complete BIO-234 & CHM-111 or ENV-105 & BIO-208. (Required, Previous). | Corequisite: Take ENV-360L. (Required, Concurrent)..

ENV 360L - Lab-: Limnology ()

Lab for BIO 360.

Prerequisite: Corequisite: Take ENV-360. (Required, Concurrent)..

ENV 370 - Botany (4) †

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.

Prerequisite: Prerequisite: Complete ENV-105 or BIO-134. (Required, Previous). | Corequisite: Take ENV-370L. (Required, Concurrent)..

ENV 370L - Lab: Botany ()

Lab for ENV 370.

Prerequisite: Corequisite: Take ENV-370. (Required, Concurrent)..

ENV 390 - Junior Seminar in Natural Science (3) †

Instruction in critical reading of journal articles on original research and use of current techniques for research into scientific literature. Students will explore graduate school and career option. Each student will develop and present a substantial review paper on a focused topics or question in a scientific disciplines of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Also listed as BIO 390 or CHM 390.

Prerequisite: Prerequisite: Complete BIO-136, ENG-112, and a minimum grade of C- in BIO-234 and CHM-207. (Required, Previous)..

ENV 398 - Undergraduate Research (1.00-4.00)

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.

ENV 399 - Independent Study (2.00-4.00) †
ENV 450 - Senior Seminar in Natural Science (2) †

Instruction in analysis and presentation of original research. Each student will analyze and interpret data collected from a project executed as part of an upper-level course, junior or senior Field Period experiences, summer research internship or BIO/ENV/CHM 499 Senior Research in a specific discipline of biology, biochemistry or environmental science as appropriate for his/her major and concentration. Each student will prepare a public presentation of his/her research. This is considered the capstone course for students completing majors within the natural science. Also listed as BIO 450 or CHM 450.

Prerequisite: Prerequisite: Complete ENV-390. (Required, Previous)..

ENV 490 - Environmental Science Field Period (3)

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.

ENV 495 - Adv Topics: Environmental Science (1.00-4.00) †

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.

ENV 499 - Senior Research (1.00-4.00) †

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.

E0

ENV ELE - Education Elective (1.00-30.00)

ESL - English

ESL 101 - Academic Reading and Writing (3) †

Academic Reading and Writing is an intermediate intensive language course for nonnative English-speaking international students. The goal of this course is to further develop students'competence and accuracy in their use and understanding of written academic English in order to build the reading and writing proficiency in English that they will need to be successful within the context of an American College or University. This will be accomplished through exposure to a variety of academic written texts and extensive grammar review and writing practice.

ESL 102 - Academic Listening and Speaking (3) †

Academic Listening and Speaking is an intermediate intensive language course for nonnative English-speaking international students. The goal of this course is to further develop students' competence and accuracy in their use and understanding of spoken academic English in order to build the listening and speaking proficiency in English that they will need to be successful within the context of an American College or University. This will be accomplished through exposure to a variety of academic listening texts and extensive oral practice.

EVS - Environmental Studies

EVS 390 - Environmental Studies Field Period (3)

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.

E0

EVS ELE - Environmental Studies Elective (1.00-30.00)

EXP - Center El & Academic Supp Svc

EXP 101 - Experiential Learning (1)
EXP 300 - Foundations for Adult & Exp Learning (1) †

Foundations for Adult and Experiential Learning will introduce students to the scholarly demands of Keuka College and provide an understanding of the liberal arts for adult students in higher education. Students will critically evaluate their educational journey and professional goals through the exploration of adult learning theory, philosophies of education, and learning styles. This course will utilize critical reading, active discussion, and reflective writing to help adult students become a contributing member of an academic community of learners.

EXP 490 - Capstone Experiential Portfolio (2)

This course focuses on the development of the student experiential portfolio. Building from PSY 301, students are asked to prepare 5 Kolb style reflections designed to integrate their course work into their lived experience. In the final capstone course, this process is synthesized. Students are challenged to assess their development against their personal mission, values, and goal statements developed in PSY 301. By the end of the course, the students will have the following skills and knowledge: 1.
Understanding of self-direction and accomplishments through synthesis of their style reflections.

Prerequisite: Prerequisite: Complete PSY-301. (Required, Previous)..

EXP 500 - Foundations for Adult & Exp Learning (1) †

Foundations for Adult and Experiential Learning will introduce students to the scholarly demands of Keuka College and provide an understanding of the liberal arts for adult students in higher education. Students will critically evaluate their educational journey and professional goals through the exploration of adult learning theory, philosophies of education, and learning styles. This course will utilize critical reading, active discussion, and reflective writing to help adult students become a contributing member of an academic community of learners. There will be an additional, required capstone assignment.

FHR - Food, Hotel, Resort Management

FHR 220 - Lodging Management (3)

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.

FHR 320 - Operational Analysis and Controls (3)

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.

FHR 340 - Convention Sales and Services (3)

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, BB 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.

FHR 380 - Wines and Beverage Management (3)

This course examines the fundamentals of beverage management. An overview of wine includes: history, service, purchasing, storage, merchandising, liability, and trends.

FHR 440 - Leadership & Organiztn Behav (3)

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.

E0

FHR ELE - Food, Hotel & Resort Mgmt (1.00-30.00)

FIN - Finance

FIN 295 - Introductory Topics in Finance (1.00-3.00)

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.

FIN 312 - Financial Management (3)

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.

Prerequisite: Prerequisite: Complete ACC-102, ECO-210, and ECO-211. (Required, Previous)..

FIN 313 - Financial Institutions (3)

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.

Prerequisite: Prerequisite: Complete FIN-312. (Required, Previous)..

FIN 315 - International Financial Management (3)

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.

Prerequisite: Prerequisite: Complete ACC-102 and FIN-312. (Required, Previous)..

FIN 320 - Investments (3)

Marketable financial papers such as common and preferred stocks; corporate, government, and revenue bonds.

Prerequisite: Prerequisite: Complete FIN-312. (Required, Previous)..

FIN 325 - Money and Banking (3)

Money and banking emphasizes the financial system, financial institutions, central banks, monetary policy and financial stability. The course studies the role that money and interest rates play in the operation of the U.S. economy. The aim is to give students an overview of the U.S. financial system, and an understanding of the theory and practice of monetary policy. The course looks at the changing local, national and the global financial environment and the influence of monetary policy on interest rates, prices and the overall level of economic activity.

Prerequisite: Prerequisites: Take ECO-210 and ECO-211. (Required, Previous)..

FIN 399 - Independent Study (1.00-3.00)
FIN 495 - Advanced Topics in Finance (1.00-3.00)

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.

E0

FIN ELE - Finance Elective (1.00-30.00)

FLL - First Year Experience

FLL 101 - Foundations Liberal Learning (3)

FP - Field Period

FP 201 - Field Period Orientation ()

Mandatory for all new transfers.

FP 290 - Field Period (3)

Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting.

FP 290A - Field Period I: Career Management (3)
FP 290B - Field Period Ii: Experiential Education (3)
FP 290AX - Fld Per I-Career Mgmt (credit by Exam) (3)
FP 290BX - Fld Per Ii-Exper Ed (credit by Exam) (3)
FP 302 - Group Field Period (3)

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.

FP 390 - Prior Experiential Learning Field Period (3)

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.

FP 401 - FP: Career Mgmt and Exp Learning (2)
FP 401A - FP: Career Mgmt/Exp Learning (1)

E0

FP ELE - Field Period Elective (1.00-30.00)

FRE - French

FRE 101 - Introduction to French (3) †

French through the four basic skills: understanding, speaking, writing, and reading. Emphasis on usage.

FRE 102 - Continued Introductory French (3) †

Continuing development of four skills: understanding, speaking, writing, and reading. Emphasis on usage.

FRE 103 - Conversation (3) †

Intermediate-level course emphasizing systematic development in French conversation; study of structure as needed.

Prerequisite: Prerequisite: Complete FRE-101. (Required, Previous)..

FRE 104 - Topics/Issues in a French Speaking World (3) †

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.

Prerequisite: Prerequisite: Complete FRE-102. (Required, Previous)..

FRE 295 - Introductory Topics in French (1.00-3.00) †

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.

FRE 399 - Independent Study (1.00-3.00) †

E0

FRE ELE - French Elective (1.00-30.00)

FYE - First Year Experience

FYE 101 - Experiential Learning (1) †, *

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.

FYE 140 - Wellness (3) †, *

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.

E0

FYE ELE - FYE Elective (1.00-30.00)

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)

GEL - Multidisciplinary Studies Asap

E0

GEL ELE - Geology Elective (1.00-30.00)

GEN - General

E0

GEN ELE - General Elective (1.00-100.00)

O0000

GEN OURCUL - Gen Ed: Our Cultures (1.00-3.00)

GEO - Geography

GEO 301 - Geography (3)

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)

GEO 301C - Geography (3)

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 on-line.) (LA)(3)

E0

GEO ELE - Geography Elective (1.00-30.00)

GRN - Gerontology

GRN 101 - Intro to Social Gerontology (3) †

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.

GRN 201 - Sociology of Aging (3) †

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.

GRN 201C - Sociology of Aging (3.00-3.00)

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 on-line.) (LA)(3)

GRN 203 - Psychology of Aging (3) †

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.

GRN 203C - Psychology of Aging (3)

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. (Offered on-line) (LA)(3)

GRN 220 - Issues in Death and Dying (3) †

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.

GRN 220C - Issues in Death and Dying (3)

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 tomany 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. (Offered on-line) (LA)(3)

GRN 301 - Perspectives on Aging (3) †

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.

GRN 340 - Contemporary Issues in Gerontology (3) †

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.

GRN 340C - Contemporary Issues in Gerontology (3)

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. (Offered on-line). (LA)(3)

GRN 343 - Health Care for the Older Adult (3) †

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.

GRN 395 - Field Work in Gerontology (3) †

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.

GRN 399 - Independent Study (1.00-3.00) †

E0

GRN ELE - Gerontology Elective (1.00-30.00)

HIS - History

HIS 113 - Western Civilization I (3) †, *

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.

HIS 114 - Western Civilization II (3) †, *

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.

HIS 115 - Europe and the World (3) †, *

A survey of European history in the 20th century using directed readings.

HIS 120 - United States History to 1877 (3) †, *

Melding of diverse peoples into a colonial society that achieved independence in the eighteenth century and national unity in the nineteenth century.

HIS 120C - Us History to 1877 (3)

Melding of diverse peoples intoa colonial society that achieved independence in the eighteenth century and national unity in the nineteenth century. (Offered on-line.) (LA) (OC)(3)

HIS 121 - US History From 1877-Present (3) †, *

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.

HIS 121C - United States History From 1877 to Present (3)

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 on-line.) (LA) (OC)(3)

HIS 250 - Political and Historical Analysis (3) †

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.

HIS 295 - Introductory Topics in History (1.00-3.00) †

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.

HIS 321 - Topics: 20th Cent N American History (1.00-3.00)

An in-depth study of the major events that have shaped North American history in the 20th century. Topics include: historical events and people who contributed to the national and hemispheric heritage; multicultural diversity, development, and interdependence; current topics, e.g., environmentalism and defense. Significant linkages between and among New York state, the United States, Canada, and Mexico are analyzed. (Offered every even-year spring semester.) (LA)(3)

HIS 341 - United States in World Affairs (3) †

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.

HIS 341C - Unitied States in World Affairs (3)

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 on-line.) (LA)(3)

HIS 343 - History of Modern Germany (3) †

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.

HIS 345 - Modern Russia (3) †

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.

HIS 350 - America in the Founding Era, 1750-1815 (3) †

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. We will begin by examining the British colonies in mainland North America at approximately 1750 and continue chronologically until 1815, when the War of 1812 ended. 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 America's second war with Britain. 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.

HIS 360 - History of New York State (3) †

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.

HIS 360C - History of New York State (3)

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 on-line.)

HIS 399 - Independent Study (1.00-3.00)
HIS 440 - Research Seminar in Politics & History (3) †

This course will serve as a capstone seminar that applies coursework in political science and history to discipline-related research, using current issues in American and international politics as the foundation for class discussion and problem-driven inquiry. The course structure mirrors that of a research paper, and students will work through a series of assignments that will ultimately result in the completion of a capstone project on a topic of their choice. Along the way, students will explore issues related to developing original research questions, identifying and reviewing relevant scholarly sources, creating a research design, collecting and analyzing data, making revisions, and completing a final draft. Students will also learn how to give effective feedback to one another, and incorporate that feedback into their revisions.

HIS 441 - Violence in History (3) †

War and revolution; the causes of collective violence as represented in recent theories and investigations of human behavior, international diplomacy, and revolutionary theory.

HIS 441C - Violence in History (3)

War and revolution; the causes of collective violence as represented in recent theories and investigations of human behavior, international diplomacy, and revolutionary theory. (Offered on-line) (LA)(3)

HIS 495 - Advanced Topics in History (3)

"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)"

E0

HIS ELE - History Elective (1.00-30.00)

HRM - Human Resource Management

HRM 208 - Human Resources Management (3)

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.

Prerequisite: Prerequisite: Complete BUS-101. (Required, Previous)..

HRM 310 - Industrial Labor Relations (3)

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.

Prerequisite: Prerequisite: Complete HRM-208. (Required, Previous)..

HRM 320 - Human Resources Training and Development (3)

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.

Prerequisite: Prerequisite: Complete HRM-208. (Required, Previous)..

HRM 330 - Wage and Salary Scale Development (3)

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.

Prerequisite: Prerequisite: Complete HRM-208. (Required, Previous)..

HRM 399 - Independent Study (1.00-3.00)

Prerequisite: consent of instructor. (Offered every semester.)(3)

HRM 440 - Senior Seminar in HRM (3)

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.

E0

HRM ELE - Human Resource Elective (1.00-30.00)

HUM - Multidisciplinary Studies Asap

E0

HUM ELE - Humanities Elective (1.00-30.00)

INS - Integrative Studies

INS 101 - Integrative Studies I (3)
INS 295 - Special Topic (1.00-3.00)

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.

INS 301 - Integrative Studies (topic) (3) *

Prerequisite: ENG 110, ENG 112. An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression. (Offered every semester.) (LA) (OC) (SI) (EI) (IN)(3)

Prerequisite: Complete ENG-110 ENG-112 (Required, Previous)..

INS 301A - Integrative Studies: Creativity (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

INS 301B - Integrative Studies: Food and Society (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301C - Integrative Studies: Morality/Dil (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301D - Integrative Studies: Values and Ethics (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301F - Is: Management Analysis and Decisions (3) †

An upper-class course, to be taken after most other core requirements are completed, that provides adult learners with guidance in their application of interdisciplinary knowledge to problem solving. Adult learners are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

INS 301G - IS: Ethics (3) †

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301H - Is: Adult Learning Theory and Practice (3) †

The differences between the principles of pedagogy and andragogy are analyzed. This course focuses on providing the capstone for the core through a process of portfolio development. The adult learner selects prior learning experiences and applies the Kolb Model to these experiences. The template for the Life-Learning Experience paper is created in this course. Credit will be assigned for prior learning over the course of the degree completion program based on the demonstration of substantial interdisciplinary experiences and appropriate theoretical application.

Prerequisite: Prerequisite: Complete BUS-320 & PHL-115. (Required, Previous)..

INS 301I - IS: Crime and Justice (3) †

An upperclass course, taken after most other core requirements are completed, it 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.

INS 301J - IS: Leadership (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301L - IS: Environment (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301M - IS: Culture, Gender, Comm (3) †, *

An upperclass course, to be taken after most other core requirements are completed, that provides students with guidance in their application of interdisciplinary knowledge to problem solving. Students are challenged to practice critical and creative thinking skills, and are expected to demonstrate competence in oral, written, and other creative modes of expression.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301N - IS: Science in Popular Culture (3) †, *

For many people popular culture has a greater influence on how they view science than formal science education. This course will examine the relationship between science and popular culture. Using modern and historical examples from television, movies, books, games and other media, we will discuss the implications for society and our understanding of science.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112. (Required, Previous)..

INS 301P - IS:The Brain, Neuro-Ethics & Society (3)

This course explores developments in contemporary neuroscience and the profound ethical questions raised by this research. The course considers how our evolving understanding of the human brain demands that we reconsider very fundamental question regarding human nature-issues that are not just of scientific and philosophical concern but also have historically informed and guided our broader culture, our social value and societal practices.

Prerequisite: Prerequisite: Complete ENG-110 and ENG 112. (Required, Previous)..

INS 301Q - IS: Media Analysis (3) †

Organizations need to understand the media landscape in order to gain a thorough understanding of how to present their positions on critical issues. In this course, students will use media analyses to identify messages, examine how those messages are framed, and see how existing coverage of an issue could be improved.

Prerequisite: Prerequisite: COM-320 and BUS-302. (Required, Previous)..

INS 301R - IS: Intercultural Studies (3) †, *

An interdisciplinary course designed to develop students' cultural self-awareness and intercultural competence through the application of concepts and perspectives drawn from a variety of academic fields (language and linguistics, communication, cultural studies, ethics, history, anthropologu, sociology, psychology) to a range of problems and situations involving intercultural encounters. Students will consider their own cultually-based assumptions, biases and practices; articulate and analyze similarities and differences between cultures and subcultures; use both direct experience and technologies to enhance their knowledge of and experiences with intercultural encounters; consider ethical dimensions of cross-cultural encounters; and develop a problem-solving approach to improving communication and interactions with those fromother cultural backgrounds. Through a deeper understanding of their own and other cultures, students will enhance their critical understanding of salient features of intercultural encounters.

Prerequisite: Prerequisites: ENG-110 and ENG-112. (Required, Previous)..

INS 301S - Social Justice in a Multicultural World (3) †

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. Students will be presented with diverse and evolving understandings of culture (as are represented in various disciplines/ways of knowing, ranging from those that are traditional and anthropologically sourced, to those that are emerging and based within post-modern theory) and, using these, will examine knowledge of themselves as individual culture beings. Students will explore how multiply - held societal and personal culture lenses influence the valuing and hierarchal determinations of culturally related elements. Students will be expected to demonstrate an understanding of ethical decision-making processes as they explore various modern social justice issues and the possible resulting effects of cultural determinations. Students will apply new understandings of culture and social justice to an exploration of present, ethical, social justice issues and determinations within their chosen disciplinary field.

Prerequisite: Prerequisite: Complete ENG-110 and ENG-112 (Required, Previous)..

INS 301EX - IS: Leadership by Exam (3)

E0

INS ELE - Integrative Studies Elective (1.00-30.00)

LAN - Multidisciplinary Studies Asap

E0

LAN ELE - Language Elective (1.00-30.00)

LAS - Multidisciplinary Studies Asap

E0

LAS ELE - Liberal Arts and Science Elective (1.00-12.00)

LIT - Multidisciplinary Studies Asap

E0

LIT ELE - Literature Elective (1.00-30.00)

MATHSCR - Mathematics

MATHSCR 001 - Math Score 1 ()
MATHSCR 002 - Math Score 2 ()
MATHSCR 003 - Math Score 3 ()
MATHSCR 004 - Math Score 4 ()

MAT - Mathematics

MAT 002 - M Plcmt 2 ()

Placement score 2 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.

MAT 095 - Developmental Mathematics (3)

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.

MAT 102 - College Algebra (3) †, *

Sets, real numbers, algebraic expressions, factoring, exponents, logarithms, solving algebraic equations, inequalities, exponential equations, radical equations, and applications.

Prerequisite: Prerequisite: Mat-095 OR Min. Score of 2 on Math Placement test. (Required, Previous)..

MAT 103 - Elem Probability and Statistics (3) †, *

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.

Prerequisite: Prerequisite: Mat-102 with Min. Grade of C- OR Min. Score of 3 on Math Placement test. (Required, Previous)..

MAT 104 - Math for Liberal Arts (3) †, *

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.

Prerequisite: Prerequisite: Mat-095 OR Min. Score of 2 on Math Placement test. (Required, Previous)..

MAT 105 - Pre-Calculus (3) †, *

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.

Prerequisite: Prerequisite: Mat-102 with Min. Grade of C- OR Min. Score of 3 on Math Placement test. (Required, Previous)..

MAT 106 - Calculus I (4) †, *

Limits, continuous functions, derivatives, anti-derivatives, definite integrals, fundamental theorem of calculus, applications.

Prerequisite: Prerequisite: Mat-105 with Min. Grade of C- OR Min. Score of 4 on Math Placement test. (Required, Previous)..

MAT 106L - Calculus I ()

Lab for MAT 106

Prerequisite: Corequisite: Take MAT-106. (Required, Concurrent)..

MAT 207 - Calculus II (4) †

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.

Prerequisite: Prerequisite: Complete MAT-106 with a grade of C- or higher. (Required, Previous)..

MAT 207L - Calculus II ()

Lab for MAT 207.

Prerequisite: Corequisite: Take MAT-207. (Required, Concurrent)..

MAT 210 - Calculus III (4) †

Parametric equations and polar coordinates, vectors and surfaces, vector-valued functions, differential calculus of functions of several variables, multiple integrals, vector calculus.

Prerequisite: Prerequisite: Complete MAT-207 with a grade of C- or higher. (Required, Previous)..

MAT 210L - Lab: Calculus III ()

Lab for MAT 210.

Prerequisite: Corequisite: Take MAT-210. (Required, Concurrent)..

MAT 220 - Structures of Number System (3) †

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.

Prerequisite: Prerequisite: Complete MAT-102 or MAT-105 or higher. (Required, Previous)..

MAT 220C - Structures of Number Systems (3)

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 on-line.)

MAT 221 - Mathematical Concepts for Education I (3) †

This course is the first in a sequence of two courses designed to prepare rigorous understanding of the mathematical content taught at those levels. The course will cover the concepts of arithmetic, algebra, and number theory as they relate to the elementary and middle years mathematics curriculum. Topics will include: patterns, number sets, properties of real numbers, arithmetic algorithms in base 10 and other bases, prime factorization and its applictions, operpations in binary systems, ratios, proportions, percents, measurement and conversion, and linear equations. There algorithms for operations with all types of numbers, and using number theory to justify mathematical realtionships.

Prerequisite: Prerequisite: Take MAT-102 with a minimum grade of C- or a Score of 2 in the Math Placement Test. (Required, Previous)..

MAT 222 - Math Concepts for Education II (3) †, *

This course is the second in a sequence of two courses designed to prepare childhood, early childhood, and secondary special education majors to teach mathematics by developing a rigorous understanding of the mathematical content taught at those levels. Topics will include: probability, Venn diagrams, logical reasoning, statistical measures, and various methods of statistical graphing, geometry, similarity, transformations, and constructions. There will be emphasis on the vocabulary of mathematics and solving open ended problems using all of the skills covered in both MAT-221 and this course.

Prerequisite: Prerequisite: Take MAT-102 and MAT-221 with a minimum grade C-. (Required, Previous)..

MAT 230 - Linear Algebra (3) †

Matrix algebra, vector spaces, subspaces, bases for vector spaces, determinants, solving linear systems, linear transformations, change of basis, eigenvalues and eigenvectors, and applications.

Prerequisite: Prerequisite: Complete MAT-106. (Required, Previous)..

MAT 245 - Transition to Abstract Mathematics (3) †

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.

Prerequisite: Prerequisite: Complete MAT-106. (Required, Previous)..

MAT 295 - Intro Topics in Mathematics (1.00-3.00) †

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.

MAT 309 - Probability (3) †

Basic definitions of probability and rules of probability. Counting, discrete and continuous probabiity distributios. Discrete and continuous joint distributions of two random variables.

Prerequisite: Prerequisite: Complete MAT-207 with a minimum grade of C- or permission of instructor. (Required, Previous)..

MAT 321 - Differential Equations (3) †

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 willinclude 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.

Prerequisite: Prerequisite: Complete MAT-207. (Required, Previous). | Take MAT-210 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

MAT 330 - Abstract Algebra (3) †

Algebraic structures, groups, rings, fields, and polynomial domains.

Prerequisite: Prerequisite: Complete MAT-230 and MAT-245 with a minimum grade of C-. (Required, Previous)..

MAT 350 - Foundations of Geometry (3) †

Axiomatic Systems, finite geometries, advanced Euclidean concepts, plane hyperbolic geometry.

Prerequisite: Prerequisite: Complete MAT-245 with a minimum grade of C-. (Required, Previous)..

MAT 361 - Real Analysis (3) †

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.

Prerequisite: Prerequisite: Complete MAT-207 and MAT-245 with a minimum grade of C-. (Required, Previous)..

MAT 399 - Independent Study (1.00-3.00) †
MAT 405 - Senior Seminar (3) †

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.

MAT 495 - Adv Topics in Mathematics (1.00-3.00) †

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.

E0

MAT ELE - Mathematic Elective (1.00-30.00)

G0

MAT GEN - Mathematics-Gen Ed Course (1.00-4.00)

K

MAT KC - Keuka College Math Placement ()

A equate course used only to pull the Keuka College Math placement test score into course requisites. This course is never offered as a section and is not for display in the Keuka College Record.

MED - Biology

E0

MED ELE - Medical Technology Credits (34)

T00

MED TECH - Med Tech College (12)

MGT - Management

MGT 295 - Introductory Topics in Management (1.00-3.00)

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.

MGT 345 - Organizational Behavior (3) †

This course covers the logical and rational design of organizations. There is also a thorough examination of behaviors within the individual and the group, and the effects of those interactions on the organization.

Prerequisite: Prerequisite: Complete HRM-208 and BUS-101. (Required, Previous)..

MGT 350 - Small Business Seminar (1)

Analysis of issues related to small business, including accounting, data processing, marketing, management, legal matters, and funding.

MGT 351 - Small Business Management (3)

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.

Prerequisite: Prerequisite: Complete BUS-101. (Required, Previous)..

MGT 353 - Business and Government Relations (3)

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.

Prerequisite: Prerequisites: Complete ECO-210, ECO-211, BUS-101, and either POL-120 or POL-130. (Required, Previous)..

MGT 399 - Independent Study (1.00-3.00)
MGT 430 - Management Seminar (3)

Analytical, ethical, and conceptual role of the manager in an organizational structure emphasizing the interrelationships of various managerial styles.

MGT 445 - Services Management and Marketing (3)

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.

MGT 450 - Management Internship (1.00-12.00)

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.

MGT 495 - Advanced Topics in Management (1.00-3.00)

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.

MGT 510 - Leadership (4)

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 others through change will be the central theme of the course.

MGT 515 - Business Ethics (3)

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.

MGT 520 - Managerial Accounting and Finance (3)

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.

MGT 530 - Managerial Economics (4)

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 economic growth. A case study approach will be taken.

MGT 540 - Decision-Making for Managers (3)

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.

MGT 550 - Marketing for Managers (3)

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.

MGT 551 - Strategic Thinking in Human Capital Mgmt (3)

This course introduces the student to the skills necessary to think strategically about business decisions regarding teh abiliity to attract, employ, develop, motivate, engage, and retain strategically relevant talent. This course presents the importance of aligning human resources with overall corporate strategy to establish a competetive advantage. Understanding human capital needs is a primary drive for business success. The course will focus on the current areas: understanding individual differences in the workplace; motivating and measuring performance; best practices in developing talent; how to engage the workforce and evaluate the culture; understanding the challenges in managing a global workforce.

MGT 560 - Business Law (3)

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.

MGT 570 - Business Strategy and Industry Analysis (4)

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.

MGT 580 - Introduction to Research (3)

This course will serve as an introduction to the rationale and precedures of research. Topics include: nature and purposes of research, planning and conducting research, critique and evaluation of research, sampling, experimental and quasi-experimental design, and other research topics. Students will develop critical skills needed as consumers and producers of research. Content from this course will be integrated into all courses throughout the program.

MGT 581 - Data Analysis for Research (3)

A continuation of MGT 580. Students will become familiar with tools for statistical analysis. Students will design statistical measures that apply to their research project.

MGT 582 - Research Project (2)

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 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.

Prerequisite: Prerequisite: Complete MGT-580 and MGT-581. (Required, Previous)..

MGT 600 - International Management (3)

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 attitutes toward work and leisure. The study of the role of discipline and motivation in different cultures.

MGT 610 - International Marketing (3)

A study of the opportunities, distinctive characteristcs, and emerging trends in foreign markets. This course includes an exploration of alternative methods and control; impact of social, culturial, economic, and political strategies; organizational planning differences; and the challenges of adapting American marketing concepts and methods to foreign markets.

MGT 620 - International Finance (3)

A study of financial issues related to multinational business; the international financial environment; long term capital committmet to international ventures; and financial techniques for business operation.

MGT 622 - Case Study in Financial Management (3)

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.

MGT 630 - International Accounting (3)

A study of accounting concepts, standards, and procedures for the international business environment. International and national accounting pronouncements affecting international business with be emphasized.

MGT 631 - Enterprise Analytics & Information Mgmt (3)

This course introduces the student to the field of business analytics and an overview of data and information management. The topics covered in this course will include the following: the use of data warehouses, dashboards, key performance indicators, and data mining for making business decisions; an introduction to computer programming and computational thinking; an overview of information systems, their purpose, and their importance to international organizations. Computational thinking will introduce the student to the fundamental concepts of computer science used in problem solving, which include understanding human behavior, design, and algorithm development. Python, an object oriented programming language, will be used. Student learning will occur via individual and team projects.

MGT 633 - Accounting Reporting and Analysis (3)

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.

MGT 634 - Federal Taxes (3)

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.

MGT 635 - Auditing (3)

"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."

MGT 641 - Career Management and Development (3)

"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 maketing 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."

MGT 642 - HRM for International Business (3)

"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."

MGT 643 - Employee Training and Development (3)

"Increasing employees' capability 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."

MGT 699 - Graduate Project (3)

"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."

E0

MGT ELE - Management Elective (1.00-30.00)

MIS - Management Information Systems

MIS 301 - Enterprise Info Sys & Technology (3)

This course introduces the student to the field of information systems and technology. The topics covered in this course will include the following: the components of an information system, information systems development, hardware and software, network technology, data management, information system security, and the strategic use of information systems. A particular focus of the course will include the use of information systems to solve business problems and improve business performance.

MKT - Marketing

MKT 220 - Principles of Marketing (3)

An introduction to marketing. Topics covered include marketing's pervasive growth, marketing management, planning, implementation and control. The student is introduced to many aspects of marketing, more specifically consumer behavior, retailing, public relations, Internet marketing, and Social media marketing. Attention is focused on marketing's ongoing evolution amid emerging technologies in a global context.

MKT 250 - Principles of Advertising I (3)

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)

Prerequisite: Complete MKT-220 (Required, Previous)..

MKT 295 - Introductory Topics in Marketing (1.00-3.00)

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.

MKT 310 - Marketing Planning (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 320 - Public Relations (3)

An introduction to Public Relations (PR) and its growing importance in the public, private, and non-profit sectors of the economy. We explore how PR is planned and implemented for targeted results over a wide range of media - focusing especially on the growing use of social and mobile media. Students will produce their own PR campaign including PR messages over diverse media, ranging from news releases to short videos for the Internet.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 330 - Sales Management (3)
MKT 331 - Principles of Advertising (3)

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.

Prerequisite: Prerequisite: Take MKT-220. (Required, Previous)..

MKT 335 - Internet Marketing (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 340 - International Marketing (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 350 - Marketing for Non-Profit Organizations (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 360 - Retail Marketing (3)

Perspectives, problems of location, financing, merchandising policy, advertising and sales promotion, operating, and policy trends in retailing.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 365 - Marketing Principles in Global Business (3)

Marketing is an important business function and a key to the success of every company. This course explores the emergent application of technology that will allow students to market in more efficient ways, while maintaining that the classic elements of product, price, placement and promotion still hold true. In this course we explore the maxim that when carefully applied, technology will improve the efficiency of, but not the basic nature of, marketing. By the end of this course, students will have the following knowledge and skills: 1. Understanding marketing concepts and strategies. 2. Knowing the importance of customer needs and wants as the foundation for marketing decision-making. 3. Knowing the processes and techniques used in marketing decision-making. 4. Understanding the complexity of marketing decision-making in light of economic, societal and ethical demands.

MKT 370 - Consumer Behavior (3)

Consumer decision- making in the marketplace; research in psychology, sociology, and other behavioral fields; present and potential applications for marketing will be examined.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 399 - Independent Study (1.00-3.00)
MKT 440 - Marketing/Sales Management (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 445 - Services Management and Marketing (3)

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.

Prerequisite: Prerequisite: Complete MKT-220. (Required, Previous)..

MKT 495 - Advanced Topics in Marketing (1.00-3.00)

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.

E0

MKT ELE - Marketing Elective (1.00-30.00)

MUS - Music

MUS 101 - Music Appreciation (3) †, *

An overview of the history and cultural significance of music through the ages. A survey of classical and popular music with an emphasis on Western European and American style periods. This course looks at the techniques, trends, people and places that have contributed to the evolution of music.

MUS 101C - Music Appreciation (3)

Development of listening techniques and a historical perspective of music styles through exposure to music by great composers. (Offered on-line) (LA) (FP)(3)

MUS 115 - Music Lab (1) †

An exploratory class allowing students to develop fundamental skills for making music. This course will prepare students who have had little or no exposure to the creation of music and need to develop specific skills in order to participate in MUS-120 Chorale, MUS-130 Private Instrumental Music Instruction, MUS-131 Private Voice Instruction, or MUS-140 Band.

MUS 120 - Chorale (1) †

A traditional choral ensemble that rehearses and performs a wide-range of music styles. Open to all students regardless of ability and experience. Chorale performs one or two concerts per semester. May be repeated for credit. A maximum of six semester credit hours may be applied toward graduation.

MUS 130 - Private Instrumental Music Instruction (1) †

Private one-on-one lessons on your instrument (including piano, guitar, woodwinds, brass and percussion). Emphasis on technique (breath, posture, fingerings) and performance practice. May be repeated for credit. A maximum of six semester credit hours may be applied toward graduation. An additional fee is charged to cover the cost of instruction (see "Course Fees in Addition to Tuition").

MUS 131 - Private Voice Instruction (1) †

Private one-on-one lessons in voice. Emphasis on the fundamentals of healthy singing, including posture, breath control, diction, resonance and intonation. May be repeated for credit. A maximum of six semester credit hours may be applied toward graduation. An additional fee is charged to cover the cost of instruction (see "Course Fees in Addition to Tuition").

MUS 140 - Band (1) †

A creative instrumental ensemble open to all student musicians on any instrument. The band performs one or two concerts per semester in mostly jazz and popular styles. May be repeated for credit. A maximum of six semester credit hours may be applied toward graduation. The group meets for three hours each week.

MUS 201 - American Musical Traditions (3) †, *

This course is intended to help students think critically and creatively about music, with a focus on a range of American musical traditions-- popular as well as classical. Attention will be paid to the global roots (most notably European, African, and Latin American musical traditions) and variety of styles and forms of American music (minstrelsy, tin pan alley, musical theater, jazz, blues, folk and bluegrass, rock, rap, hip-hop), and to the influence of technology and mass media on the development of music within the United States from Stephen Foster to Gershwin to Ellington, from Elvis to a remarkably diverse contemporary musical landscape.

MUS 295 - Introductory Topics in Music (1.00-3.00) †

An introductory study of a specific topic within Music. Intended for freshmen and sophomores or for students with little background in Music. The student may repeat the course, but not the topic.

MUS 399 - Independent Study (1.00-3.00)

E0

MUS ELE - Music Elective (1.00-30.00)

NUR - Nursing

NUR 300 - Health Assessment (3)

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.

NUR 302 - Nutrition in Health/Illness (2)

This course introduces the student to the study of nutrition and its role in health promotion, health maintenance, and health restoration. Normal nutritional requirements, nutrition for health promotion, and therapeutic nutrition are emphasized. The student uses the nursing process to assess nutritional needs, giving consideration to cultural and ethnic influences, to create a plan for optimal health and therapeutic management for individuals and families across the life span.(Offered every fall semester.)

NUR 303 - Epidemiology (2)

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 heatlh strategies. General methods introduced include epidemiological measures, measures of effect, sources of data, descriptive components, study designs and stategies for screening, and surveillance in the community. Practical applications for heatlh care providers are emphasized.

NUR 308 - Found of Nursing Practice (4)

"This course explores traditional nursing interventions, including the underlying theoretic and/or research framework. The student learns fundamental nursing skills in the clinical laboratory highlighting critical thinking and its importance to clinical reasoning and clinical decision-making. The nursing process is applied in assessing strategies of communication and in gathering, interpreting, and analyzing data to form culturally sensitive and valid nursing judgments. Skills are practiced in a clinical laboratory prior to their application to client situations in community-based settings.(Offered every fall semester.)"

NUR 308L - Founds Nursing Lab ()
NUR 309 - Family Health Nursing (3)

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.

Prerequisite: Prerequisite: Complete INS-301H. (Required, Previous)..

NUR 309L - Family Hlth Nur--Lab ()
NUR 310 - Pathophysiology/Pharmacology (3)

This course focuses on the disruption of human physiology that occurs during illness and on the role of pharmacotherapeutic agents in supporting the body's attempts to restore homeostasis. A prototype from each class of drugs is highlighted. Nursing responsibilities regarding safe administration of medications are included.(Offered every fall semester.)

NUR 311 - Genetics in Nursing (3)

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.

NUR 312 - Childbearing Family Hlth Nur (4)

"The focus of this course is the perinatal nursing care of childbearing families. Strategies for promoting health, preventing illness, treating acute episodes, and restoring health are explored in culturally diverse contexts. Health care policy and economics specific to childbearing families are integrated throughout the course. Community-based learning experiences are provided in prenatal and intranatal/postnatal acute care setttings.(Offered every spring semester.)"

NUR 312L - Lab for Childbearing Family Hlth ()
NUR 314 - Adult/Elder Health Nursing I (4)

"This course emphasizes the acute care nursing of adults and elders. Strategies for the prevention of common threats to health and the restoration of heatlh are also examined in the light of cultural influences. Students apply nursing process to meet primary and secondary health care needs of adults and elders in partnership with families and communities. Partnerships include service-learning opportunities, as well as the study of how health care policy and economics affect the client. Relevant research findings are incorporated as appropriate. Clinical learning experiences occur in community-based hospitals and other care settings.(Offered every spring semester.)"

NUR 314L - Lab--Adult/Elder Health Nursing I ()
NUR 315 - Nursing Research (3)

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 inititate a literature search.

NUR 316 - Nursing History (1)

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.

NUR 317 - Professional Development in Nursing (1)

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.

NUR 399 - Independent Study (1.00-3.00)

(Offered every semester.)

NUR 400 - Business Planning for Healthcare (3)

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.

NUR 402 - Mental Health Nursing (3)

"The focus of this course is the development of the therapeutic nurse-client relationship in health and illness. Mental health concepts are stresssed as students are guided to develop the therapeutic use of self through heightened self-awareness and the use of advanced communication skills. Psychiatric medical diagnoses such as depression, bipolar disorder, schizophrenia, and substance abuse disorder are studied, as are the appropriate therapeutic nursing interventions appropriate for use with clients experiencing these conditions. Special emphasis is given to the use of critical thinking skills in clinical decision-making as well as to the application of relevant research findings. Clinical work takes place in a variety of mental health settings both in the hospital and elsewhere in the community.(Offered every fall semester.)"

NUR 402L - Mental Hlth Nur--Lab ()
NUR 412 - Childrearing Family Hlth Nur (3)

"The focus of this course is the nursing care of children who experience acute, chronic, and rehabilitative health problems. The student uses the nursing process and a developmental framework to explore the unique, culturally influenced pattern of each family's ability to cope. Partnering with the family, appropriate nursing interventions are planned, executed, and evaluated, highlighting the student's critical thinking ability. Health care policy and economics specific to childbearing families are integrated throughout the course. Clinical learning experiences occur in a variety of community-based hospitals and other settings.(Offered every fall semester.)"

NUR 412L - Childrearing Fam Hlth--Lab ()
NUR 414 - Adult/Elder Hlth Nurs II (4)

"This course is built on knowledge and experiences acquired in NUR 314. The focus is on acute and restorative nursing interventions for adults and elders. Students use the nursing process to explore client health care needs and coping strategies. Appropriate resources are identified to assist in meeting these needs with consideration to heatlh care policy, economic status, and other networks specific to these populations. Critical thinking skills are emphasized as students, partnering with the family and the interdisciplinary team, plan, implement, and evaluate nursing interventions that are appropriate and culturally sensitive. Relevant research findings are considered as appropriate. Partnerships include service-learning opportunities. Clinical learning experiences occur in community-based hospitals and other care setttings.(Offered every spring semester.)"

NUR 414L - Lab--Adult/Elder Health Nursing II ()
NUR 415 - Community Health Nursing (4)

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.

NUR 415L - Comm Hlth Nur--Lab ()
NUR 425 - Nursing Leadership (3)

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.

NUR 425L - Lab--Nursing Leadership ()
NUR 430 - Professional Practice Issues (2)

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.

NUR 491 - Senior Nursing Field Period (3)

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.

NUR 495 - Advanced Topics in Nursing (1.00-3.00)
NUR 500 - Organizational & Systems Leadership (3)

This course seeks to promote a clear understanding of nursing's role and responsibilities in the healthcare 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 healthcare 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.

NUR 510 - Nursing Theory and Research (4)

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.

NUR 520 - Nursing Informatics (3)

This course extends and integrates the nurse's knowledge of nursing science, nursing interventions and evidenced based practice with computer science, informatics science and technology. Students examine and critique a variety of healthcare 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.

NUR 530 - Health Care Policy: Advanced Prac Nurse (3)

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 healthcare 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 healthcare. 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.

Prerequisite: Complete NUR-500 (Required, Previous)..

NUR 550 - Advanced Health Assessment (3)

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. The students have an opportunity to apply theoretical knowledge and evidence-based knowledge while practicing health assessment skills in assigned teams.

NUR 560 - Advanced Pathophysiology (4)

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 healthcare 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. Availability of community resources is explored. The adult learner is expected to engage in experiential hands-on learning. The adult learners have an opportunity to apply theoretical knowledge and evidence based knowledge while practicing health promotion strategies in selected community settings.

Prerequisite: Prerequisites/Corequisites: Take NUR-500 NUR-510 NUR-520 NUR-530 NUR-550. (Required, Previous or concurrent)..

NUR 570 - Advanced Pharmacology (3)

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 healthcare 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. Availability of community resources is explored. The adult learner is expected to engage in experiential hands-on learning. The adult learners have an opportunity to apply theoretical knowledge and evidence based knowledge while practicing health promotion strategies in selected community settings.

Prerequisite: Prerequisites/Corequisites: Complete NUR-500 NUR-510 NUR-520 NUR-530 NUR-550 NUR-560. (Required, Previous or concurrent)..

NUR 580 - Eval of Adult/Ger Health for Adv Nurse (4)

This course focuses on the assessment of adult health status and application of clinical reasoning and evidence-based practice in the management of health status deviations. Clinical reasoning using advanced health assessment skills and knowledge of advanced path-physiology and patho-pharmacology leads to the formulation of comprehensive differential diagnosis. Use of appropriate diagnostic tools and timely referral is explored. Formulation of treatment plan using best evidence and system resources is introduced. Emphasis on professional role socialization and functioning within the interdisciplinary health care team prepares the practitioner for the advanced practice role within the current health care system. Scope of practice and legal aspets of the advanced practice role are examined including New York State and federal laws related to prescriptions and record-keeping.

Prerequisite: Prerequisites: Complete NUR-500, NUR-510, NUR-520, NUR-530, NUR-550, NUR-560, and NUR-570. (Required, Previous or concurrent)..

NUR 620 - Philosophy/Theories Teaching/Learning (3)

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.

NUR 630 - Teaching/Learning Environ/Governance (3)

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.

NUR 640 - Teaching/ Learning Methods (3)

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.

NUR 650 - Primary Care for Adult/Gero Patient I (4)

Building upon knowledge and clinical reasoning skills established in NUR-550, 560, 570 and 580, this course focuses on the prevention, diagnosis, treatment and/or management of chronic health conditions and acute exacerbations of illness. Using a systems approach, this course focuses on conditions effecting the eyes, ears, nose, and throat; cardiovascular pulmonary; hematological; and gastrointestial systems. Opportunites to apply evidence-based knowledge and enhance clinical reasoning skills will be available to the student through unfolding case studies and clinical practicum experiences which include care of the adult and geriatric populations served in acute, chronic care and/or community based settings. Opportunity to utilize relevant technology in determined areas of care will be incorporated.

Prerequisite: Prerequisites: Complete NUR-500, NUR-510, NUR-520, NUR-530, NUR-550, NUR-560, NUR-570, and NUR-580. (Required, Previous)..

NUR 660 - Primary Care for Adult/Gero Patient II (4)

Building upon knowledge and clinical reasoning skills established in NUR 550, 560, 570, 580, and 650, this course focuses on the prevention, diagnosis, treatment, and/or management of chronic health conditions and acute exacerbations of illness. Using a systems approach, this course focuses on conditions effecting the musculoskeletal; neurological; endocrine; genitourinary; reproductive, and itegument systems. Opportunities to apply evidence-based knowledge and enhance clinical reasoning skills will be available to the student through unfolding case studies and clinical practicum experiences which include care of the adult and geriatric populations served in acute, chronic care and/or community based settings. Opportunites to utilize relevant technology in determined areas of care will be incorporated.

Prerequisite: Prerequisite: Complete NUR-500, NUR-510, NUR-520, NUR-530, NUR-550, NUR-560, NUR-570, NUR-580, and NUR-650. (Required, Previous)..

NUR 670 - Adv Prac Nurse As Com Health Leader (4)

Seminar and practicum focuses on the role of the Adult/Gerontology Primary Care Nurse Practitioner as a community health leader. Nursing science and epidemiology provide the base for examining the spectrum of community health and understanding of the delivery of primary health care to individuals, communities, and populations. Tools for community assessment and diagnosis as well as concepts of health promotion, disease prevention, risk reduction, rehabilitation, and evidence-based practice for the health of groups is presented. Students develop role competencies under the supervision of nusre practitioner preceptors and faculty in a variety of health care settings.

Prerequisite: Prerequisite: Complete NUR-500, NUR-510, NUR-520, NUR-530, NUR-550, NUR-560, NUR-570, NUR-580, NUR-650, and NUR-660. (Required, Previous)..

NUR 710 - Education Internship (3)

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 NUR620, NUR630 and NUR640.

NUR 750 - Professional Seminar/Capstone (3)

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.

Prerequisite: Prerequisites: Complete NUR-500 NUR-510 NUR-520 NUR-530 NUR-550 NUR-560 NUR-570 NUR-580 NUR-650 NUR-660 and NUR-670. (Required, Previous)..

E0

NUR ELE - Nursing Elective (1.00-30.00)

OCC - Occupational Science

OCC 000 - Prof Practice Forum ()

Fieldwork orientation workshop.

OCC 001 - Prof Practice Forum (Juniors) ()
OCC 002 - Prof Practice Forum (Seniors) ()
OCC 120 - Introduction to Occupational Therapy (3)

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.

OCC 137 - Interactive Reasoning in OCC Therapy (3)

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.

OCC 220 - Occupation and Self (3)

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.

OCC 222 - Musculoskeletal Function (2)

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 (3) †

This course will examine the principles of occupational science and the use of occupation to establish meaning and competence. 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.

OCC 331 - Pediatric Medical Conditions (3)

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 inassessment and intervention.

Prerequisite: Prerequisites: Complete BIO-102, BIO-221, and BIO-222. (Required, Previous). | Take BIO-343, SS-232, OCC-332 and OCC-334 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 332 - Adult Medical Conditions (3)

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.

Prerequisite: Prerequisites: Complete BIO-102 BIO-221 and BIO-222. (Required, Previous). | Take OCC-332 and OCC-334 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 334 - Professional Development I (1)

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 and 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.

Prerequisite: Prerequisites: Complete OCC-120 and OCC-225. (Required, Previous). | Take OCC-331 and OCC-332 either a prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 335 - Professional Development II (1)

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 and II Fieldwork and initiation of a scholarly research project in the graduate year. The course will focus on professional presentations and beginning literature reviews.

Prerequisite: Prerequisite: Complete OCC-334. (Required, Previous). | Take OCC-341, OCC-342, OCC-343 and OCC-355 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 341 - Pediatric Medical Application (4)

The Pediatric Medical Application course will explore pediatric assessment in the medical and rehabilitation setting. Analysis or 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.

Prerequisite: Prerequisites: Complete OCC-331 and OCC-332. (Required, Previous). | Take OCC-341L, OCC-342, OCC-343, OCC-355 and OCC-335 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 341L - Lab-Pediatric Medical App ()

Lab for OCC-341

Prerequisite: Corequisite: Take OCC-341. (Required, Concurrent)..

OCC 342 - Adult Medical Application (4)

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.

Prerequisite: Prerequisites: Complete OCC-331 and OCC-332. (Required, Previous). | Take OCC-342L, OCC-341, OCC-343, OCC-355 and OCC-335 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 342L - Lab-Adult Medical Application ()

Lab for OCC-342.

Prerequisite: Corequisite: Take OCC-342. (Required, Previous or concurrent)..

OCC 343 - Mental Health Application (4)

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.

Prerequisite: Prerequisite: Complete PSY-101. (Required, Previous). | Take OCC-343L OCC-341 OCC-342 OCC-355 OCC-335 PSY-336 as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 343L - Lab-Mental Health Appl ()

Lab for OCC-343.

Prerequisite: Corequisite: Take OCC-343. (Required, Previous or concurrent)..

OCC 351 - Normal OCC Development in Childhood (3)

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.

Prerequisite: Prerequisites: Complete OCC-137 and OCC-220. (Required, Previous). | Take OCC-352 and OCC-353 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 352 - Occupational Development Adol & Adult (3)

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.

Prerequisite: Prerequisites: Complete OCC-137 and OCC-220. (Required, Previous). | Take OCC-351 and OCC-353 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 353 - Occupational Development:Old/Adults (3)

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.

Prerequisite: Prerequisites: Complete OCC-137 and OCC-220. (Required, Previous). | Take OCC-351 and OCC-352 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 355 - Theory Development and Application (3)

Development of philosophy and theory in occupational therapy; examination of the conceptual models which have shaped occupational therapy since its inception, analysisof 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.

Prerequisite: Prerequisite: Complete OCC-225. (Required, Previous). | Take OCC-341, OCC-342, OCC-343 and OCC-335 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 361 - Occupational Dysfunction in Childhood (3)

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.

Prerequisite: Prerequisites: Complete PSY-101, SOC-101 and OCC-351. (Required, Previous). | Take OCC-362 and OCC-363 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 362 - Occupational Dysfunction in Adolescence (3)

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.

Prerequisite: Prerequisite: Complete PSY-101, SOC-101 and OCC-352. (Required, Previous). | Take OCC-361 and OCC-363 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 363 - Occupational Dysfunction in Older Adult (3)

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.

Prerequisite: Prerequisites: Complete PSY-101, SOC-101 and OCC-353. (Required, Previous). | Take OCC-361 and OCC-362 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 365 - Occupation, Adaptation and Technology I (3)

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.

Prerequisite: Take OCC-361, OCC-362 and OCC-363 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 399 - Independent Study (1.00-3.00)

Prerequisites: junior or senior standing and consent of the division. (Offered every semester.)

OCC 425 - Occupations Across the Lifespan (3)

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.

Prerequisite: Prerequisite: Complete OCC-225, OCC-441, OCC-442 and OCC-443. (Required, Previous). | Take OCC-460, OCC-431, OCC-455 and OCC-435 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 430 - Practice I: Clinical Competencies (3)

This laboratory course focuses on the development of foundational clinical skills used in screening, assessment and intervention across practice settings. Screening and assessment skills will include manual muscle testing, hand strength assessment, and goniometry. Intervention techniques will include establishing therapeutic rapport, designing and fabricating splints, application of upper extremity orthotics, and use of preparatory modalities (thermal and electric). Students will integrate occupational therapy theories and frames of reference as these apply to an understanding of the clinical skills taught in this course.

Prerequisite: Prerequisites: Complete OCC-331 and OCC-332. (Required, Previous). | Take OCC-441, OCC-442, OCC-443 and OCC-434 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 431 - Theory and Practice II (3)

This laboratory course focuses on the development of skills and therapeutic techniques that support clients' engagement in the occupations of daily life. Students will develop assessment and intervention skills and related competencies for: wheelchair seating and positioning of adults and pediatric populations, mobility (both community and other functional areas), eating and feeding for adults and pediatric populations (including dysphagia management), home evaluation and safety, work and productivity, and ergonomics. Students will integrate occupational therapy theories and frames of reference as these apply to an understanding of the clinical skills taught in this course.

Prerequisite: Prerequisite: Complete OCC-430. (Required, Previous). | Take OCC-425, OCC-460, OCC-455 and OCC-435 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 434 - Professional Development III (1)

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 and 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.

Prerequisite: Prerequisite: Complete OCC-335. (Required, Previous). | Take OCC-441, OCC-442, OCC-443 and OCC-430 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 435 - Professional Development IV (1)

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 and 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.

Prerequisite: Prerequisite: Complete OCC-434. (Required, Previous). | Take OCC-425, OCC-460, OCC-431 and OCC-455 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 441 - Pediatric Community Application (4)

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.

Prerequisite: Prerequisite: Complete OCC-341. (Required, Previous). | Take OCC-441L, OCC-442, OCC-443, OCC-430 and OCC-434 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 441L - Lab-Pediatric Community Application ()

Lab for OCC-441

Prerequisite: Corequisite: Take OCC-441. (Required, Previous or concurrent)..

OCC 442 - Adult Community Application (4)

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.

Prerequisite: Prerequisite: Complete OCC-342. (Required, Previous). | Take OCC-442L, OCC-441, OCC-443, OCC-430 and OCC-434 either as a prerequisite or corequisite. (Required, Concurrent)..

OCC 442L - Lab-Adult Community Application ()

Lab for OCC-442.

Prerequisite: Corequisite: Take OCC-442. (Required, Previous or concurrent)..

OCC 443 - Mental Health Community Application (4)

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.

Prerequisite: Prerequisite: Complete OCC-343. (Required, Previous). | Take OCC-443L, OCC-441, OCC-442, OCC-430 and OCC-434 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 443L - Lab-Mental Health Community ()

Lab for OCC-443

Prerequisite: Corequisite: Take OCC-443. (Required, Previous or concurrent)..

OCC 455 - Managerial Roles (3)

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 practice settings. Students will actively participate in developing skills relating to human resources, budgeting, and management.

Prerequisite: Prerequisite: Complete PHL-115. (Required, Previous). | Take OCC-425, OCC-460, OCC-431 and OCC-435 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 460 - Integration Lab Across the Lifespan (4)

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.

Prerequisite: Prerequisites: Complete OCC-441, OCC-442, OCC-443. (Required, Previous). | Take OCC-460L, OCC-425, OCC-431, OCC-455 and OCC-435 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 460L - Lab-Integration Lab Across Lifespan ()

Lab for OCC-460

Prerequisite: Corequisite: Take OCC-460. (Required, Previous or concurrent)..

OCC 471 - Occupational/Assessment Intervention Chd (4)

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.

Prerequisite: Prerequisite: Complete SS-231 OCC-351 and OCC-361. (Required, Previous). | Take OCC-471L, OCC-475 and OCC-473 either as prerequisites or corequisites. (Required, Previous or concurrent). | Take OCC-472 is recommended. (Recommended, Previous or concurrent)..

OCC 471L - Lab - OA Childhood ()

Lab for OCC 471.

Prerequisite: Take OCC-471 (Required, Previous or concurrent)..

OCC 472 - Occupational and Assessment Intervention (4)

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.

Prerequisite: Prerequisite: Complete SS-231 PSY-336 OCC-352 and OCC-362. (Required, Previous). | Take OCC-472L, OCC-475 and OCC-473 either as prerequisites or corequisites. (Required, Previous or concurrent). | OCC-471 is recommended. (Recommended, Previous or concurrent)..

OCC 472L - Lab - OA Adolescent ()

Lab for OCC 472.

Prerequisite: Corequisite: Take OCC-472. (Required, Previous or concurrent)..

OCC 473 - OCC Assessment:Later-Older Adulthood (4)

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.

Prerequisite: Prerequisite: Complete SS-231 PSY-336 OCC-353 and OCC-363. (Required, Previous). | Take OCC-473L, OCC-475, OCC-471 and OCC-472 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 473L - Lab - OA Adult ()

Lab for OCC 473.

Prerequisite: Corequisite: Take OCC-473. (Required, Previous or concurrent)..

OCC 475 - Occupation, Adaptation, Technology II (3)

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.

Prerequisite: Prerequisite: Complete BIO-222. (Required, Previous). | Take OCC-471, OCC-472 and OCC-473 either as a prerequisite or corequisite. (Required, Previous or concurrent)..

OCC 477 - Functional Groupwork (3)

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.

Prerequisite: Prerequisite: Complete PSY-336. (Required, Previous). | Take OCC-481, OCC-482 and OCC-483 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 481 - OCC Therapy Assessment:Childhood II (4)

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.

Prerequisite: Prerequisite: Complete OCC-471 and OCC-475. (Required, Previous). | Take OCC-481L, OCC-482 and OCC-483 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 481L - Lab OI - Child ()

Lab for OCC 481.

Prerequisite: Corequisite: Take OCC-481. (Required, Previous or concurrent)..

OCC 482 - OCC Therapy Assessment:Adol-Adulthood (4)

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.

Prerequisite: Prerequisite: Complete OCC-472 and OCC-475. (Required, Previous). | Take OCC-482L, OCC-481 and OCC-483 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 482L - Lab OI - Adolescent ()

Lab for OCC 482.

Prerequisite: Corequisite: Take OCC-482. (Required, Previous or concurrent)..

OCC 483 - OCC Therapy Assessment:Later Adult/Old (4)

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.

Prerequisite: Prerequisite: Complete OCC-473 and OCC-475. (Required, Previous). | Take OCC-483L, OCC-481 and OCC-482 either as prerequisites or corequisites. (Required, Previous or concurrent)..

OCC 483L - Lab OI - Adults ()

Lab for OCC 483.

Prerequisite: Corequisite: Take OCC-483. (Required, Previous or concurrent)..

OCC 490 - Occupational Science (level 1.B) Fld Pd (3)

This is an experiential Field Period designed for the student to practice evaluation, treatment planning, and intervention skills learned the previous semester in the occupational therapy courses. The field sites are clincical settings supervised by an occupational therapy practitioner. The time frame is adequate to initiate and follow a client to evaluate changes in the person-environment-performance configuration. The student learning contract is similar for all sites. The student is also expected to identify experiences for new learning: multiple, co-existing performance deficits and conditions in one person. These new experiences will be addressed in the contextual approaches course in the spring semester.

OCC 491 - Occupational Sci FP/FW I Traditional (1.5)

This is an experiential Field Period designed for the senior occupational therapy students to practice evaluation, treatment planning, and intervention skills learned the previous semester in the occupational therapy courses. This traditional site experience is designed to meet 1.5 credits which is 1/2 of the credit requirements or 70 hours of an experiential learning opportunity per academic year that a student attends Keuka College.

OCC 492 - Occupational Sci FP/FW I Emerging (1.5)

This is an experiential Field Period designed for the senior occupational therapy students to practice evaluation, treatment planning, and intervention skills learned the previous semester in the occupational therapy courses. This fieldwork experience has as its focus psychological and social factors that influence engagement in occupation and is considered an emerging area site experience. This experience is designed to meet 1.5 credits which is 1/2 of the credit requirements or 70 hours of an experiential learning opportunity per academic year that a student attends Keuka College.

OCC 501 - Level II Fieldwork (8)

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 502 - Level II Fieldwork (8)

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 (5)

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.

OCC 513 - Advanced Theory I (3)

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.

OCC 515 - Leadership and Mgmt Issues OCC Therapy (3)

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.

OCC 521 - Scholarly Project I (3)

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 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.

OCC 522 - Scholarly Project II (3)

Pre-requisite: 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 beginning spring 2016). (3)

OCC 530 - Theory and Practice III (4)

This course focuses on the development of advanced clinical skills and clinical reasoning by focusing on some of the most challenging areas of occupational therapy practice: treatment of clients with spinal cord injuries and complex medical diagnoses such as burns, cancer and kidney disease. Through this treatment lens, students will explore such topics as client sexuality, end of life issues, and the use of assistive technology to enhance treatment and promote client outcomes. Students will integrate occupational therapy theories and frames of reference such as the Model of Human Occupation as they apply to an understanding of the clinical skills taught in this course. This course will be presented in a lecture/lab format.

Prerequisite: Corequisite: Take OCC-530L. (Required, Previous or concurrent)..

OCC 530L - Lab-Clinical Skills III ()

Lab for OCC-530.

Prerequisite: Corequisite: Take OCC-530. (Required, Previous or concurrent)..

OCC 531 - Action Oriented Research II (3)

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.

OCC 535 - Leadership & Mgmt Issues OCC Therapy II (3)

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.

OCC 555 - Global Advocacy (3)

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 progress.

OCC 560 - Clinical Capstone (3)

Pre-requisite: 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.

E0

OCC ELE - Occupational Science Elective (1.00-30.00)

ORG - Organizational Management

ORG 415 - Group and Organizational Dynamics (3) †

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.

ORG 425 - Organizational Communication (3) †

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.

ORG 435 - Systems Approach to Organizational Chg (3) †

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.

ORG 445 - Human Resources Management (3)

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 analysis of policies and practices of recruitment, selection, training, development, and compensation of employees.

ORG 455 - Personal Values and Organizational Eth (3) †

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. 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.

ORG 465 - Action Research Project (4)

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.

Prerequisite: Prerequisite: Complete ENG-302 and BUS-320. (Required, Previous)..

ORG 415EX - Group/Organizational (credit by Exam) (3)
ORG 445EX - Human Resources Mgmt (credit by Exam) (3)

E0

ORG ELE - Organizational Mgmt Elective (1.00-30.00)

PE - Physical Education

PE 101 - Smallcraft (1)

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.

Prerequisite: Corequisite: Take PE-101L. (Required, Concurrent)..

PE 101L - Smallcraft--Lab ()

Lab for PE 101

Prerequisite: Corequisite: Take PE-101. (Required, Concurrent)..

PE 103 - Badminton (1)

Beginning strokes and strategies; rules and play for both singles and doubles. (Offered as needed.)(1)

PE 111 - Golf I (1)

Rules, etiquette, and beginning techniques for strokes, swing, and play.

PE 112 - Golf II (1)

Prerequisite: Prerequisite: Complete PE-111. (Required, Previous)..

PE 115 - Shape-Up (1)

Stretching exercises, working with weights, and building endurance with aerobic exercises.

PE 116 - Lifeguard Training (1)

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.

Prerequisite: Corequisite: Take PE-116L. (Required, Concurrent)..

PE 116L - Lifeguard Training ()

Pool time for PE 116

Prerequisite: Corequisite: Take PE-116. (Required, Concurrent)..

PE 119 - Basic Swimming (1)

Beginning through intermediate. This course covers all nine strokes, basic survival, and other water based on individual's ability.

PE 120 - Synchronized Swimming I (1)

Course designed for deep water swimmers. Sculling, figures, and strokes incorporated in routines with music.

PE 122 - Tennis I (1)

Beginning forehand ground stroke, backhand ground stroke, and serve. Rules and play for both singles and doubles. Beginning court position and strategies.

PE 123 - Tennis II (1)

Advanced tennis.

Prerequisite: Prerequisite: Complete PE-122. (Required, Previous)..

PE 125 - Canoeing (1)

Types of canoes, strokes and paddles. Methods of handling canoes in all weather conditions.

PE 126 - Outdoor Living (1)

Basic practical course to learn skills to better utilize and enjoy the outdoors through camping, hiking, canoeing, kayaking, and biking.

PE 128 - Sailing I (1)

Terms, types of boats, gear, and fittings, as well as points of sailing. Practical testing on solo sailing and rigging.

PE 140 - Wellness (3)

"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)"

PE 220 - Prevention/Care/Rehab Sport Injuries (3)

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.

PE 295 - Introductory Topics in Physical Ed (1.00-3.00)

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.

PE 399 - Independent Study (1.00-3.00)
PE 495 - Advanced Topics in Physical Education (1.00-3.00)

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.

E0

PE ELE - Physical Education Elective (0.50-30.00)

PHL - Philosophy

PHL 101 - Introduction to Philosophy (3) †, *

The historical examination of philosophical thinking and philosophers, emphasizing value judgments, the meaning of life, and the quest for personal identity and wisdom.

PHL 108 - Modern Philosophy (3) †

Origin and development of major assumptions, ideas, methods, perspectives, and systems of thought from the Renaissance to the present.

PHL 115 - Ethics (3) †, *

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.

PHL 115C - Ethics--On-Line (3)

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 on-line.) (LA) (SI) (EI)(3)

PHL 215 - Environmental Ethics (3) †, *

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.

Prerequisite: Prerequisite: Complete ENG-112 and either PHL-101 or PHL-115. (Required, Previous)..

PHL 295 - Introductory Topics in Philosophy (1.00-3.00) †

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.

PHL 302 - Ethics in Criminal Justice (3) †

Foundations, presuppositions, and meaning of morality; major ethical theories and standards of conduct; applications of ethical theories and principles to the behavior of criminal justice practitioners, and identification and analysis of current ethical problems related to criminal justice. Intended for adult learners, utilizing the adult learning theory.

PHL 399 - Independent Study (1.00-3.00) †

E0

PHL ELE - Philosophy Elective (1.00-30.00)

PHY - Physics

PHY 201 - General Physics I (4) †, *

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)

Prerequisite: Prerequisite: Complete MAT-106. (Required, Previous). | Corequisite: Take PHY-201L. (Required, Concurrent)..

PHY 201L - General Physics I--Lab ()

Lab for PHY 201.

Prerequisite: Corequisite: Take PHY-201. (Required, Concurrent)..

PHY 202 - General Physics II (4) †, *

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)

Prerequisite: Prerequisite: Complete MAT-106 and PHY-201. (Required, Previous). | Corequisite: Take PHY-202L. (Required, Concurrent)..

PHY 202L - General Physics II--Lab ()

Lab for PHY 202.

Prerequisite: Corequisite: Take PHY-202. (Required, Concurrent)..

PHY 295 - Introductory Topics in Physics (1.00-4.00) †

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 (1.00-3.00) †

Prerequisite: consent of instructor. (Offered as needed.)(1-3)

PHY 495 - Advanced Topics in Physics (1.00-4.00) †

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.

E0

PHY ELE - Physics Elective (1.00-30.00)

POL - Political Science

POL 120 - American Government (3) †, *

American political systems emphasizing the interrelationship among the various levels and branches of government, formal and informal institutions, processes, and behavior.

POL 120C - American Government (on-Line) ()

American political systems emphasizing the interrelationship among the various levels and branches of government, formal and informal institutions, processes, and behavior. (Offered on-line) (LA)(CS)(3)

POL 130 - State and Local Government (3) †, *

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.

POL 130C - State and Local Government (3)

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 on-line.) (LA)(CS)(3)

POL 140 - International Relations (3) †, *

Examination of doplomatic relations global webs of interdependence; theories of structure and process related to power in international affairs and their application to current global problems.

POL 140C - World Politics (3)

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 on-line.) (LA) (CC)(3)

POL 231 - Public Administration in Democratic Soc (3)

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 240 - Comparative Politics (3) †

Comparison of government structure, economy, and society across different national political systems and ideologies, both advanced and developing.

POL 250 - Political and Historical Analysis (3) †

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.

POL 295 - Introductory Topics in Political Science (1.00-3.00) †

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.

POL 311 - Political Development: Latin America (3)

Contemporary issues in political, economic, and social affairs both within countries and the geographic region as a whole; structure and process of government and politics as related to emerging national and inter-national trends. (Offered every even-year spring semester.) (LA)(3)

POL 312 - Politics of Developing Nations (3)

Prerequisite: POL-140 Comparative and historical insights into the problems affecting the developing world through an examination of social, economic and political changes in Africa, Latin America, the Middle East, and parts of Asia.(Offered every even-year fall semester.) (LA)(3)

Prerequisite: Take POL-140 (Required, Previous)..

POL 313 - Politics of East Asia (3) †

This course examines political, economic, social and historical developments in modern East Asia. Topics include major wars, revolutions, and reforms from the nineteenth century up to the present, as well as contemporary issues within and among East Asian countries, particularly China, Japan, and Korea.

POL 321 - Constitutional Law (3) †

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.

POL 324 - Legislative Process and Behavior (3)

Formulation of public policy from an institutional and behavioral viewpoint, emphasizing Congress, administrative and executive agencies, political parties, and interest groups as elements of the legislative process.

Prerequisite: Prerequisite: Complete POL-120 or POL-130. (Required, Previous)..

POL 325 - Congress and the Presidency (3) †

This course explores the constitutional separation of powers between the legislative and executive branches in American politics, as well as informal changes in their relationship and their effect on the policy making process. It will take an institutional and behavioral perspective, covering electoral politics, the public image of both branches, and the role of political parties, interests groups and money in their activities.

POL 325C - American Presidency (3)

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 on-line.) (LA)(3)

POL 331 - Public Administration (3) †

Examination of governmental administrative agencies and their role in the policy-making process with an emphasis on the federal bureaucracy; introduction to the intellectual origins of public administration theory and the concepts of organizational behavior, discretion, and accountability.

POL 332 - Adv Topics in International Relations (3) †

Advanced topics in international relations reflecting current world affairs and events, including war and other conflicts, diplomatic relations, and new global political, economic, and social dynamics.

Prerequisite: Prerequisite: Complete POL-140. (Required, Previous)..

POL 340 - Law, Politics and Society (3) †

This course will examine the role that law plays in both the U.S. and internationally, emphasizing the relationship between judges, courts, and society. Particular focus will be placed on the globalization of law and judicial transnationalism, as well as the importance of the legitimacy of judges and courts for democracy and political development.

POL 350 - Political Philosophy (3) †

An examination of major concepts, ideologies, figures, and texts in political thought in their continuing relevance in understanding politics, broadly construed. Key themes to be explored include: the nature of politics, authority, and governance; competing visions of socio-economic arrangements; constitutionalism and the social contract; sovereignty, power and legitimacy. Key thinkers may include some or all of the following plus others: Plato, Aristotle, Machiavelli, Hobbes, Locke, Madison, Marx, Hayek, Friedman.

POL 355 - Globalization (3) †, *

This course examines the extent to which globalization is reshaping state-society relations, and how societies and political systems respond to the challenges and opportunities of globalization. It will have a significant emphasis on geographic skills, including understanding the fundamental relationships between human beings and the earth at different levels and in different regions. Topics include political, economic, financial, cultural, and ecological issues that cut across national boundaries.

POL 360 - War, Peace and Security (3) †

This course focuses on the causes of international conflict and the evolution of political orders in the international system. We will examine domestic and structural factors that impinge on the formulation of strategy and foreign policy, along with the analytical tools that can help us make sense of aspects of conflict and cooperation. Topics include historical and contemporary trends in war and peace, terrorism and counter-terrorism, foreign policy-making, power transitions, and economic and human security.

POL 399 - Independent Study (1.00-3.00)
POL 410 - Internship (3.00-12.00)

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.

POL 420 - Washington Seminar Internship (15)

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.

POL 430 - Albany Legislative Internship (15)

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.

POL 432 - Public Budgeting (3)

Budgeting and modern government; classifications, phases, specialized problems, and forces that influence the budgetary process. (Offered as needed.) (LA)(3)

POL 440 - Research Seminar in Politics & History (3) †

This course will serve as a capstone seminar that applies coursework in political science and history to discipline-related research, using current issues in American and international politics as the foundation for class discussion and problem-driven inquiry. The course structure mirrors that of a research paper, and students will work through a series of assignments that will ultimately result in the completion of a capstone project on a topic of their choice. Along the way, students will explore issues related to developing original research questions, identifying and reviewing relevant scholarly sources, creating a research design, collecting and analyzing data, making revisions, and completing a final draft. Students will also learn how to give effective feedback to one another, and incorporate that feedback into their revisions.

POL 495 - Advanced Topics in Political Science (1.00-3.00) †

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.

Prerequisite: Prerequisite: Complete POL-120. (Required, Previous)..

E0

POL ELE - Political Science Elective (1.00-30.00)

PSY - Psychology

PSY 101 - Introductory Psychology (3) †, *

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.

PSY 123 - Intro Human Development (3) †, *

Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality.

PSY 123C - Human Development (on-Line) (3)

Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality. (Offered on-line.) (LA) (SI)(3)

PSY 227 - Social Psychology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101. (Required, Previous)..

PSY 238 - Adolescent Psychology (3) †

Biological,societal, familial, and peer influences in adolescent behavior; problems of youth in society.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 249 - Infancy & Early Childhood (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 251 - Psychology of Adulthood and Aging (3) †

Develop-mental processes of aging including family adjustment, marriage, single adults, menopause and climacteric, intellectual development, retirement, senescence, death, and dying.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 252 - Development in Middle Childhood (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 301 - Adult Development and Life Assessment (3) †

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.

PSY 321 - Developmental Psychopathology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-336. (Required, Previous)..

PSY 323 - Developmental Psychopathology (3)

Prerequisite: 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.) (3)

Prerequisite: Complete PSY-336 (Required, Previous)..

PSY 325 - Learning & Cognitive Processes (3) †

Theories and research findings in classical and instrumental conditioning and information processing, including perception, memory, and thinking in humans and other animals.

PSY 328 - Personality Theory and Dynamics (4) †

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.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous). | Corequisite: Take PSY-328L. (Required, Concurrent)..

PSY 328C - Personality (on-Line) (4)

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 on-line.) (LA)(4)

PSY 328L - Lab--Personality ()

Lab for PSY 328.

Prerequisite: Corequisite: Take PSY-328. (Required, Previous or concurrent)..

PSY 329 - Psychological Tests and Measures (3) †

Principles of psychological tests, including standardization, reliability, validity, and test construction; intelligence and personality tests; ethical and legislative issues.

Prerequisite: Prerequisite: Complete PSY-101 and SS-231. (Required, Previous)..

PSY 332 - Experimental Methodology (4) †

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.

Prerequisite: Prerequisite: Complete ENG-112 and SS-231. (Required, Previous)..

PSY 333 - Physiological Psychology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101 and SS-231. (Required, Previous)..

PSY 335 - Psychology of Motivation (3) †

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.

PSY 335C - Psych of Motivation (3)

"Prerequisites: PSY 101, SS 231. Theories and research findings relating to human and animal behavior: ethology, instinctual behavior, early experience, primary drive systems, curiosity, exploratory behavior, achievement and affiliation motives, and general theories of motivation. (Offered on-line.) (LA)(3)"

PSY 336 - Abnormal Psychology & Psychopathology (3) †

Disordered behavior, major syndromes, theories of etiology, and approaches to treatment.

PSY 336C - Abnormal Psychology (3) †

Disordered behavior, major syndromes, theories of etiology, and approaches to treatment.

PSY 350 - Behavior Modification (3) †

Principles and techniques, as derived from research on conditioning, social learning, and cognition, for changing human behavior; applications in specific situations.

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 355 - Educational Psychology (3) †

This course focuses on the understanding and application of psychological findings and principles related to education. It examines the array of individual learning and behavioral differences found in the diverse population of today's schools. Understanding the tenets of the primary theories of learning (behavioral, cognitive processing, deveopmental, constructivist and socially influenced), along with the potential influence of diversity on learning is examined. The application of these understandings to the teaching of school-aged children is then explored, along with an understanding the psychological aspects of learning environments and instructional organization approaches. Also, listed as EDU-355

Prerequisite: Prerequisite: Complete PSY-101 or PSY-123. (Required, Previous)..

PSY 360 - Junior Research Seminar (3) †

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.

Prerequisite: Prerequisite: Complete PSY-332. (Required, Previous)..

PSY 390 - Psychology Field Period/Practicum (3) †

A supervised practicum in sites providing psychological or related services and/or that are informed by and apply psychological research and knowledge. Working individually ith 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.

PSY 399 - Independent Study (1.00-3.00) †
PSY 426 - Systems and Issues in Psychology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101. (Required, Previous)..

PSY 430 - Clinical Intervent in Psychology (4) †

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.

Prerequisite: Prerequisite: Complete PSY-328 and PSY-336. (Required, Previous). | Corequisite: Take PSY-430L. (Required, Concurrent)..

PSY 430L - Lab--Clinical Intervention in Psychology ()

Lab for PSY 430.

Prerequisite: Take PSY-430 (Required, Previous or concurrent)..

PSY 436 - Advanced Topics in Abnormal Psychology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-336. (Required, Previous)..

PSY 440 - Forensic Psychology (3) †

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.

Prerequisite: Prerequisite: Complete PSY-101. (Required, Previous)..

PSY 440C - Forensic Psychology (3)

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 on-line.) (LA)(3)

PSY 445 - Psychology As a Profession (1)

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.

PSY 450 - Senior Research Seminar (3) †

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.

PSY 495 - Advanced Topics in Psychology (1.00-3.00) †

An advanced study of a specific topic within psychology. Intended for juniors and seniors, or for students with an appropriate background in psychology. The student may repeat the course, but not the topic.

E0

PSY ELE - Psychology Elective (1.00-30.00)

REL - Religion

REL 103 - Introduction to Religion (3) †, *

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.

REL 103C - Intro to Religion (3)
REL 295 - Introductory Topics in Religion (1.00-3.00) †

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.

REL 399 - Independent Study (1.00-3.00) †

E0

REL ELE - Religion Elective (1.00-30.00)

SCI - Multidisciplinary Studies Asap

E0

SCI ELE - Science Elective (1.00-30.00)

SOC - Sociology

SOC 100 - Sociology First Year Workshop (1)

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. Also listed as CRM 100.

SOC 101 - Introduction to Sociology (3) †, *

The sociological perspective as applied to the contemporary world, and concepts and principles used to analyze social relationships and institutions.

SOC 101C - Introduction to Sociology (3)

The sociological perspective as applied to the contemporary world, and concepts and principles used to analyze social relationships and institutions. (Offered on-line) (LA) (CS) (OC)(3)

SOC 200 - Intro to Sociological Theory (3) †

An introduction to the major schools of thought and theoretical orientations in the sociological tradition with a focus on relevance and application.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 201 - Applied Methods (3)

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.

SOC 202 - Deviance & Social Control (3) †

Criminal and deviant behavior; interaction between society and delinquents, criminals, and deviants; social controls inside and outside correctional systems; and relevant theories in contemporary criminological research. Also listed as CRM 202.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 222 - Theories of Power and Inequality (3)

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)

Prerequisite: Complete SOC-101 (Required, Previous)..

SOC 230 - Social Problems (3) †, *

This course provides an introduction to sociology through the study of social problems. We will examine a diverse sample of social problems, such as, but not limited to, social stratification/inequality, among other potential topics. We will explore how social problems are created as well as attempts to resolve them.

SOC 245 - Environmental Sociology (3)

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-spring semester). (LA) (PN)(3)

Prerequisite: Complete SOC-101 (Required, Previous)..

SOC 275 - Environmental Sociology (3) †, *

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, crime, 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 lifestyle, aesthetics and civic participation. Social movements addressing these factors will also be examined.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 295 - Introductory Topics in Sociology (3) †

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.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 301 - Methods of Social Research (4) †

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.

Prerequisite: Prerequisite: Complete SS-231 and either SOC 201 or CRM-285. (Required, Previous)..

SOC 301L - Lab-Methods Social Research Lab-Methods Social Research ()

Prerequisite: Corequisite: Take SOC-301. (Required, Concurrent)..

SOC 302 - Ethnic Diversity (3) †

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.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 302C - Ethnic Diversity (3)

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 on-line.) (LA)(3)

SOC 303 - Victimology (3) †

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.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

SOC 310 - Methods in Social Research (4)
SOC 311 - Organized Crime (3) †

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.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

SOC 312 - Predatory Crime and Violence (3)

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) (3).

Prerequisite: Complete SOC-202 (Required, Previous)..

SOC 322 - White Collar and Corporate Crime (3) †

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.

SOC 323 - Juvenile Delinquency (3) †

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 and CFS 323.

Prerequisite: Prerequisite: Complete SOC-202. (Required, Previous)..

SOC 325 - Environmental Crime (3)

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)

Prerequisite: Complete CRM-101 (Required, Previous)..

SOC 344 - Sociology of the Family (3) †

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.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 344C - Sociology of the Family (3)

"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 on-line.) (LA)(3)"

SOC 346 - Family Violence (3)

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.

SOC 353 - Drugs in American Society (3) †

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.

Prerequisite: Prerequisite: Complete ENG-112. (Required, Previous)..

SOC 375 - Groups and Organizaitons (3)

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 fall term).(3)

Prerequisite: Complete SOC-101 (Required, Previous)..

SOC 375C - Groups and Organizations (3)

"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 on-line).(3)"

SOC 376 - Social Movements/Collective Behavior (3)

Prerequisite: SOC 101 and junior standing. In this course we examine conceptually distinct theoretical models of this especially dynamic area of society. The emergence and development of such forms of behavior as crowds, mobs, riots, 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)

Prerequisite: Complete SOC-101 (Required, Previous)..

SOC 395 - Topics in Criminology (1.00-3.00)
SOC 399 - Independent Study (1.00-3.00)
SOC 401 - Internship in Sociology (12)

Guided, supervised field work in a professional setting to deveop relevant skills and integrate the sociological perspective into practical application.

SOC 406 - Social Movements & Collective Behavior (3)

Prerequisite: SOC 101 and junior standing. In this course we examine conceptually distinct theoretical models of this especially dynamic area of society. The emergence and development of such forms of behavior as crowds, mobs, riots, 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 407 - Micro Social Theory: Mind,Self Society (3) †

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.

Prerequisite: Prerequisite: Complete SOC-101. (Required, Previous)..

SOC 420 - Social Problems & Impact on Workplace (3) †

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, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the causes, consequences, and solutions to these problems.(Offered online)

SOC 420C - Social Problems and Their Impact on the Workplace (3)

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. (LA) (3).

SOC 495 - Advanced Topics in Sociology (1.00-3.00) †

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.

E0

SOC ELE - Sociology Elective (1.00-30.00)

SPA - Spanish

SPA 101 - Introduction to Spanish (3) †, *

An introductory course with emphasis on conversational skills. Basic structures, pronunciation, vocabulary, and use of audio materials.

SPA 102 - Continuing Introduction to Spanish (3) †, *

Development of skills in understanding, speaking, reading, and writing. Culturally oriented readings and use of audio materials.

SPA 203 - Spanish for Communication (3) †, *

Further development of basic concepts and systematic cultivation of conversational skills. Practice of grammatical structures as necessary.

Prerequisite: Prerequisite: Complete SPA-102. (Required, Previous)..

SPA 208 - Spanish for the Professions (3) †, *

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.

SPA 252 - Culture & Civilization of Latin America (3) †

A survey of the arts, history, politics, socio-economic processes, and cultural expressions of diverse regions of Latin America from pre-Columbian times to the present. Materials for this class include textbooks, articles, select literacy readings, newspapers, documantaries, films and Internet research. This course also analyzes globalization in Latin America, and its impact in the 21st century.

Prerequisite: Prerequisite: Complete SPA-203 or three years of high school Spanish. (Required, Previous)..

SPA 253 - Culture and Civilization of Spain (3) †

A survey of the arts, geography, history, politics, social processes, and cultural expressions of diverse regions of Spain from the Middle Ages to the present. Materials for this course include select literary readings, textbooks, documentaries, articles, films, newspapers, and Internet research.

Prerequisite: Prerequisite: Complete SPA-203. (Required, Previous)..

SPA 295 - Introductory Topics in Spanish (1.00-3.00) †

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.

SPA 295C - Intro Topics in Spanish (3)

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 on-line)(1-3)

SPA 304 - Latin American Short Story (3)

Survey in Spanish of major Latin American short story writers, such as Borges, Rulfo, Garcia Marquez, and Quiroga, emphasizing contemporary contributions.

Prerequisite: Prerequisite: Complete SPA-203. (Required, Previous)..

SPA 309 - Spanish for Native Speakers (3) †

Focus on grammatical structures, vocabulary, spelling and reading comprehension for bilingual students.

SPA 310 - US Latino Literature and Culture (3)

An exploration of works by the U.S. Latino community with emphasis on those by Puerto Ricans, Cubans, and Mexicans as expressed in drama, poetry, prose, and film.

Prerequisite: Prerequisite: Complete SPA-203. (Required, Previous)..

SPA 311 - Culture and Civilization of Latin America (3)

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 odd-year fall semester)(LA)(3)

Prerequisite: Complete SPA-203 or three years of high school Spanish. (Required, Previous)..

SPA 312 - Culture and Civilization of Spain (3)

A survey of the arts, history, and diverse regions of Spain from the Middle Ages to the present.

Prerequisite: Prerequisite: Complete SPA-203. (Required, Previous)..

SPA 325 - Adv Topics in Spanish Comm (3)

This course asks students to critically analyze and dicusss, among other topics, major Latin American short stores, and novel in Latin America and Spain, and Migration and Diaspora in Latin America and the Caribbean. Course may be repeated but not the topic.

Prerequisite: Prerequsite: Complete SPA-203 or three years of high school Spanish. (Required, Previous)..

SPA 399 - Independent Study (1.00-3.00) †

E0

SPA ELE - Spanish Elective (1.00-30.00)

SPS - Sports Management

SPS 100 - Introduction to Sports Management (3)

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 prerequisitefor all other sports management course offerings.

SPS 201 - Sports Management I (3)

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.

Prerequisite: Prerequisite: Complete SPS-100. (Required, Previous)..

SPS 301 - Sports Management II (3)

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.

Prerequisite: Prerequisite: Complete SPS-201. (Required, Previous)..

SPS 401 - Senior Project (3)

Selected independent study of design project with approval of departmental personnel. Students are able to apply classroom theory to practical experience.

E0

SPS ELE - Sports Mgmt Elective (1.00-30.00)

SS - Social Sciences

SS 160 - Lifework Planning (1) †

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.

SS 160C - Lifework Planning--On-Line (1)

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 on-line.) (LA)(1)

SS 210 - Peer Mentoring (1)

This course explores the characteristics and interpersonal skills that contribute to effective peer mentoring. The course considers the role of mentors as well as the interpersonal, assessment and advocacy skills necessary for optimally effective mentoring. The course complements and supports the experiential learning of students currently active as peer mentors.

SS 231 - Statistics for Social Science (3) †, *

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.

SS 232 - Research Methods for Health Sciences (3) †

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.

Prerequisite: Prerequisite: Complete SS-231. (Required, Previous)..

SS 291 - Social Sciences Seminar (3) †

Exploration from an interdisciplinary perspective or of a specific topic relevant to the social sciences through theory, fiction, and other sources of information.

SS 295 - Introductory Topics in Social Sciences (1.00-3.00) †

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.

SS 402 - Sr Seminar in Applied Social Sciences (3) †

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.

SS 491 - Advanced Seminar in Social Sciences (3) †

An in-depth, intensive study from an interdisciplinary perspective of topics related to the social sciences.

SS 495 - Advanced Topics in Social Sciences (1.00-3.00) †

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.

E0

SS ELE - Social Science Elective (1.00-30.00)

SWK - Social Work

SWK 101 - Introduction to Social Work (3)

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.

SWK 201 - Social Welfare Policy and Services I (3) †

Enrollment restricted to social work majors. Policy development process including: structure of the service delivery system; organizations and social inequities in service delivery and organizations, change strategies that promote social and economic justice; examination of history of social welfare in the United States; the ideology, values and policies that have influenced social programs and current programs, organizations, provisions, and issues; participation in an experiential activity is required.

SWK 209 - Perspectives in Early Chdhd Disabilities (3) †

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.

SWK 211 - Generalist Social Work Practice I (3)

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.

Prerequisite: Prerequisite: Complete SWK-101. (Required, Previous)..

SWK 220 - Ethics and Diversity in Social Work (3) †

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 or 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.

Prerequisite: Prerequisite: Complete SWK-101 either previously or concurrently. (Required, Previous or concurrent)..

SWK 221 - Human Behavior and Social Environment I (3)

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.

Prerequisite: Prerequisite: Complete SWK-101. (Required, Previous)..

SWK 250 - Substance Abuse and Families (3) †

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.

Prerequisite: Prerequisite: Complete BIO-202 either previously or concurrently. (Required, Previous or concurrent)..

SWK 295 - Intro Topics in Social Work (1.00-3.00)

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.

SWK 300 - Perspectives on Alcohol/Substance Abuse (1)

SWK-300 is an overall introduction to the field of substance abuse studies. This course introduces undergraduate students to a brief overview of models utilized in the identification and treatment of addictions and explores some of the social attitudes that form our thinking about addiction, its etiology and associated behaviors.

SWK 302 - Social Work Research Methods (3) †

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.

SWK 310 - Stats in Practice Professions (3)

This course will provide an overview of statistical concepts and statistical testing in practice and research. Students will learn an overview of the process and relevancy of statistics to practice-based professions. Students will be exposed to methods of collecting, displaying, and summarizing data. Understanding trends in and distribution of data will be promoted. Students will learn about and how to calculate descriptive statistics and univariate analysis including measures of dispersion and measures of central tendency. Students will also be educated on and learn how to calculate inferential statistics including bivariate and multivariate tests.

SWK 312 - General Social Work Practice II (3)

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.

Prerequisite: Prerequisite: Complete SWK-211. (Required, Previous)..

SWK 331 - Youth Services Delivery System (3)

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.

SWK 332 - Group Processes (3) †

Formation, definition, and process of a group; group interactions using group exercises and observations, and beginning facilitator experience.

SWK 333 - Gerontological Social Work (3)

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 caergivers 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.

SWK 334 - Evaluation Strategies in Human Services (3)

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.

SWK 335 - Organizational Awareness & Influence (3)

Students learn organizational counseling and behavior theories and models to address communication and relationships within organizational settings. The course emphasizes organizational assessment, counseling, change mangagement, negotiation and conflict resolution, problem solving, and decision making; motivational theory, emotional intellingence, leadership development, executive coaching and mentoring; and teambuilding. Participants explore issues impacting on emplyee and organizational development and performance.

Prerequisite: Prerequisite: Complete 1 course SWK-101 or CRM 101; and 1 course from SOC-101 or PSY-101. (Required, Previous)..

SWK 336 - Military Culture (3) †

This course describes the military family and how the family exists within the social context of the military. The course will review both normative and unique stressors that the military family navigates and how professionals can intervene effectively to aid with those stressors. Specific issues of family violence, coping with deployments, adjustments through the family life cycle, and advocating with the military for change are covered. The course illustrates how the ethnic identity and diversity concerns of the military family are addressed within the military. The course illustrates the macro and policy concerns that impact on the military family. Finally, the course emphasizes a strength's perspective that can be used to empower the military family.

Prerequisite: Prerequisite: Complete 1 course from SWK-101, PSY-101, or SOC-101. (Required, Previous)..

SWK 351 - Generalist Social Work Practice III (3)

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.

Prerequisite: Prerequisite: Complete SWK-201 and junior/senior level standing in the social work program. (Required, Previous)..

SWK 390 - Junior Social Work Field Period (3)

Off-campus experiential education in varied community agency settings with exposure to direct practice, service roles, and diverse populations. Prerequisite: Admittance into the social work major and written consent of a social work faculty member.

SWK 399 - Independent Study (1.00-3.00)
SWK 401 - Social Welfare Policies and Services II (3)

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.

Prerequisite: Prerequisite: Complete SWK-201 and either SOC-301 or SWK-302. (Required, Previous)..

SWK 421 - Human Behavior and Social Environment II (3)

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.

Prerequisite: Prerequisite: Complete SWK-351 previously or concurrently. (Required, Previous or concurrent)..

SWK 450 - Senior Practicum and Seminar (15)

Block placement in social service agencies, including generalist work at an approved setting for a minimum of 416 hours for the entire placement experience. The block placement for the traditional program on campus occurs for a minimum of 32 hours a week, whereas the block placement at the ASAP sites runs a minimum of 16 hours per week for 26 weeks. A research project/competency-based assignments are completed over the course of the seminar. The 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. Prerequisite: Only those students who are candidates for the baccalaureate degree in social work may be admitted into the practicum and seminar.

Prerequisite: Prerequisite: Complete SWK-421. (Required, Previous)..

SWK 490 - Senior Social Work Field Period (3)

Off-campus experiential education in varied community agency settings, with exposure to direct practice, service roles, and diverse populations.

Prerequisite: Prerequisite: Complete SWK-390 and written consent of the social work faculty member. (Required, Previous)..

SWK 495 - Advanced Topics in Social Work (3)

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.

SWK 505 - Practice I (3)

A foundational course that provides and examines the social work profession through the scope of historical development, related theories, and understanding of current practice. We will cover the foundational generalist practice skills for work with all three levels of practice: micro, mezzo, and macro levels. As a starting point to the social work profession and its values, ethics, theoretical base and generalist practice methods, this course provides fundamental knowledge and skills required as students foster their professional social work identity.

SWK 510 - Group Process (3)

Through the utilization of conceptual and experiential learning activities, this course promotes the acquisition of knowledge and skills related to group processes. Specifically, the formation, definition and process encapsulated within a veriety of diverse groups will be discussed, along with intervention strategies and techniques. The course draws heavily on the generalist theoretical framework in the social work and graduate curriculum, and moving the culmination of this to a practice setting. A variety of field and in-class activities will enhance the student's ability to work with groups.

SWK 520 - Soc Wk Ethics & Applications in Divers (3)

The purpose of this course is for students to develop a critical understanding of the principles and structure of the NASW Code of Ethics. From this knoweldge base, students will scrutinize ethical dilimmas and their application in realtion to their personal and professional self - focusing on practice with diverse populations and individual difference. These areas include, but are not limited to: race, gender ethnicity, culture, class, sexual orientation, religion, physical or mental disability, age and national origin. Through this critical inquiry, students will become more aware of and sensitive to these issues as well as in developing skill to work with diverse populations.

SWK 522 - Research (3)

This course commences with a review of the primary concepts and principles of social work research methodology, followed by more thoughtful exploration of these concepts and practices. Emphasis will be placed on developing skills necessary to successful MSW practice. 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.

SWK 527 - Foundation Seminar I (3)

This seminar course includes both a classroom and an experiential learning component which allows the student an opportunity to integrate knowledge learned from the foundation courses. Students are required to complete a field practicum placement that is 16-hours per week and conducted in a preapproved social service agency. The focus of this first in a series of two courses will be on becoming familiar with the social service agency, the intern's role and function at the agency, as well as beginning to integraete classroom learning from the foundation courses to practice applications. Prerequisite: Acceptance into field agency for MSW field practicum.

SWK 535 - Practice II (3)

This course focuses on the student's development and integration of professional use of self in their direct practice with clients, as well as family systems, and group. Skill emphasis will be in nonverbal behavior, use of various clinical assessment tools, awareness of and sensitivity to cultural diversity and self-awareness. Students will further deveop their critical thinking skills by integrating quantitative and qualitative research as part of their evidence-based, generalist social work practice.

SWK 555 - Practice III (3)

Generalist Social Work Practice focuses on macro level social work practice which includes the study of community systems within the social environment. This course critically examines the reciprocal dynamics between community members, the social worker as a professional and entities including macro level government, funding agents, and human service agencies. Theories and practice of community organizaitons, needs assessments and the social worker's role in all of the above will be discussed.

SWK 561 - Social Policy Analysis (3)

This course focuses on social welfare policy analysis and its application. An examination of selected laws, programs, benefits and services that form the basis of social welfare policy in the United States. The structure of service delivery systems, organizations and social inequities in service delivery is considered in the context of policy analysis. Advocacy and other change strategies that promote social and economic justice are explored.

SWK 570 - Human Behavior & the Social Environment (3)

This course focuses on expanding student knowledge related to human bio-psycho-social-spiritual 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.

Prerequisite: Prerequisite: Complete SWK-527. (Required, Previous)..

SWK 587 - Foundation Seminar II (3)

This seminar course is the second of a two-part series in which students are provided an experiential learning opportunity to complement the knowledge gained in their foundation curses. Students are required to complete a field practicum placement that is 16 hours per week in a preapproved social service agency. During this semester, the focus will be on practicing social work skills with clients in agencies.

Prerequisite: Prerequisite: Complete SWK-527. (Required, Previous)..

SWK 605 - Clinical SWP with Individuals (3)

Utilizing an ecological/systemic conceptual framework this course is designed to help students expand and integrate theoretical knowledge and skills through which social work assessment and intervention may be carried out. Course content draws upon concepts and principals of psychodynamic, cognitive-behavioral, humanistic and family/ststemic theories that focus on intrapsychic and transactional dynamics of an individual within various systems. The course explores the interconnected nature of these theories with emphasis on integration of the use of theory with social work principals and values as a way to guide competent social work practice with individuals. Therapeutic challenges and opportunities embedded in the various phases of the helping process are examined. Particular attention is given to evidence based methods of assessment and intervention within agency-based and socio-cultural contexts.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 615 - Psychopathology (3)

Since mental health issues are ubiquitous in all social work settings and practice, it is essential that social workers be familiar with conceptualizations and current developments in the area of psychopathology. This course is designed to develop a students' understanding of the bio psycho social model of psychopathology, including theories of etiology and diagnostic assessment of behavioral or psychological syndrome or patterns that are associated with an individuals' present distress. Course content will primarily be focused on the accurate classification and diagnostic criteria for the major mental disorders and developing an adequate understanding of the limitations of diagnostic assessment. Students are familiarized with various assessment measures used for psychiatric symptomatology. Ethical and socio-cultural factors in diagnosis and culturally competent professional application of diagnostic knowledge will be emphasized throughout the course.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 620 - Advanced Ethics in SWP (3)

The purpose of this course is to facilitate student competency in identifying and effectively confronting increasingly complex ethical questions and issues faced in daily social work practice. In addition to a critical review of the Social Work Code of Ethics, this course will address relevant ethical models and theories, steps to ethical decision making and ethical dilemmas specific to practice with individuals, families and groups. Finally the coursewill cover a series of ethic's related topics most encountered in contemporary practice. These included bioethics and risk management. Through this course students will become more self aware of their own values and biases, allowing them to solidify their professional identities. They will develop ethical decision making capacities necessary for sound practice that is consistent with social work values and competencies.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 622 - Scientific Inquiry in SWK (3)

This course is designed to prepare the master's level social worker practitioner with the knowledge and skills necessary to engage in research practices that advance the knowledge base of the profession, and meet the evaluatie needs of agencies, funders, client systems and other various stakeholders. This course will cover research methodology and evaluation skills acrossthe micro, mezzo and macro levels. This intensive advance standing course contains material generally obtained during the foundation year. Upon completion of this course, student will be proficient in their use of research to inform practice and ability to use practice to inform research.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 628 - Adv Generalist SWP Seminar I (3)

This course is the first course in a series of two in which students develop Advanced Generalist Social Work Practitioner skills through seminar and field education in preapproved social service agencies. The students develop expertise in the area of practice of their field practicum while continuing to master ever advancing generalist practice skills with an emphasis on mezzo and macro practice. This course provides experiential learning along with discussion and assignments that support integration of theory as well as professional ethics and values. The aim of this sequence is to produce self-aware practitioners who are grounded in social work values and ethics, able to apply interventions from differing theoretical frameworks for clinical practice and evaluate their effectiveness as independent social work professionals. Although each field placement in unique, students will be assessed on their level of competence in social work practice behaviors. The student will need to complete a minimum of 260 hours of field education to complete this course.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 629 - Adv Clinical SWP Seminar I (3)

This is the first course in a series of two in which students several Clinical Social Work Practitioner skills through seminar and field education in preapproved social service agencies. The students expand their expertise in the area of practice of their field practicum while developing clinical skills with an emphasis on micro and mezzo. This course provides experiential learning along with discussion and assignsments that support integration of theory as well as professional ethics and values. Through the completion of this two course sequence, students continue to master the competencies and practice behaviors required to become independent social work pratitioners. Although each field placement is unique, students will be assessed on their level of competence in social work practice behaviors. This student will need to complete a minimum of 260 hours of field education to complete this course.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 635 - Clinical SWP with Families (3)

This clinical practice course teaches fundamentals in family therapy and counseling across the family life cycle. Students continue to develop knowledge and skill of various assessment and intervention strategies that are based within various family systems theoretical frameworks. This course provides the students practical application linking theories to techniques that are commonly applied in family therapy and counseling. This broad exposure provides the student with a wide array of perspectives and techniques to utilize in various settings. All families undergo changes and transitions that induce stress. This course explores these common family stressors so that students will have a better understanding as to why a family may be in need of counseling. Particular attention is given to diversity and how diverse families experience various family stressors.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 644 - Assessment and Treatment of Trauma (3)

This course concentrates on the basics of trauma theory, etiology, and treatment of traumatic symptomatology so that students can develop the knowledge and skills necessary to effectively treat survivors. Emphasis will be placed on the therapeutic, developmental, cultural, and social needs of the individual and their family system across the life span. Specifically, the course will review the assessment process, including frequently used standardized measures, and the various intervention approaches utilized with the population. Therapeutic considerations impacting the effectiveness of interventions, such as the therapeutic relationship, trust, and professional self-care, will also be reviewed.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 645 - Clinical SWP with Groups (3)

This clinical practice course enhances group practice skill development for use as a primary treatment modality in clinical social work group practice. Students expand their knowledge of the various theories, models and perspectives that guide practice with groups including the historical frameworks that inform current clinical practice. The course is grounded in the identification, analysis and implementation of intervention strategies for group work with diverse and at risk populations including children, adolescents, adults and the elderly. Emphasis will be given to the psychodynamics of group process, including group formation, group development and the role of social worker as leader/facilitator in the group helping process. Particular attention will be given to the issues of diversity and social justice in group work including continued examination of how differences of gender, race, ethnicity age, socio-economic class, disability and/or sexual orientation affect group dynamics and process.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 646 - Narrative Therapy (3)

This clinical practice course introduces the theory and practice of the post-structural approach of narrative therapy, including assessment, diagnosis, and treatment, and introduces the seminal work of narrative practice as pioneered by David Epston and Michael White. The course explores the theoretical and philosophical underpinnings of narrative therapy. Use of the DSM-V with this practice approach is also covered. Students will develop knowledge and skill in the areas of assessment and intervention, including the treatment approaches of re-authoring conversations, remembering conversations, scaffolding conversations, definitional ceremonies, externalizing conversations, and rite of passage. Practice exercises will facilitate application and evaluation of the therapeutic techniques. Utilization of narrative therapy with special populations, such as trauma survivors, children and families is explored.

Prerequisite: Prerequisite: Complete SWK-587 or successfl completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 647 - Military Social Work (3)

This course desccribes the (in)active military members and his/her family system within the social context of the military and general society. The course will review both normative and unique stressors that this system navigates and how social workers can intervene effectively to aid with those stressors. Specific issues of family violence, coping with deployments, adjustments through the family life cycle, and advocating with the military for change are covered. The course illustrates how the ethnic identity and diversity concerns of the military family are addressed within miltary culture. The course explores the micro, mezzo, and macro concerns that impact the miltary family. Strategies utilizing a strengths-based perspective are emphasized throughout the course as a means of empowering the military member and their family systems.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 650 - Treating Substance Abuse (3)

This graduate level course provides students with an overview of basic concepts, theories and understanding of the etiology, assessment and various treatment modalities related to substance abuse disorders. Utilizing client-centered and strengths based approaches, this elective course builds on foundation social work courses, providing knowledge and clinical skills to students who specialize in or otherwise may encounter issues of substance abuse and addiction in their practice.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Recommended, Previous)..

SWK 653 - Military Social Work (1)

This course describes the military family and how the family exists within the social context of the military. Students will review both normative and unique stressors that the military family navigates and how social workers can intervene effectively to aid with those stressors. Specific issues of family violence, coping with deployments, adjustments through the family life cycle, and advocating with the military for change are addressed as well as ethnic idenitity and diversity concerns of the military. This course focuses primarily upon mezzo-macro social work practice with special emphasis on a strength-based perspective that students can utilize to empower the military family.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 654 - Leadership for the Non-Profit Sector (1)

This course examines the major theories of leadership as well as the personal attributes, behaviors, and styles of individuals that allow for exemplary leadership practice in the non-profit sector. In addition, a leadership model will be constructed, inclusive of behavioral competancies, that align with the needs of and challenges of non-profit organizations. Team leadership concepts including empowerment will also be introduced.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 655 - Grant Writing Basics for Svs Learning (1)

This basic grant writing course explores various strategies utilized to recognize community need and develop a grant proposal to meet those needs. Students will gain an understanding the various methods to locate external grant funding sources. Students will conduct a needs assessment for a local or community agency/organization and gain practice and experience in writing a small grant proposal to address the identifed need.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 657 - Intimate Partner Violence (1)

This course explores the issue of intimate partner violence, it's cultural, biological, and psychological precedents, and the implication these have on functioning at both a micro and macro level. Students will review both normative and unique stressors that contribute to intimate partner violence, and how social workers can intervene effectively to alleviate those stressors. Specific issues of the biology of stress and threat, the psychology of behavior and violence, adjustments through the family life cycle, and cultural attitudes towards violence will be discussed. This course focuses primarily upon micro-macro social work practice with special emphasis on a strengths-based perspective that students can utilize to empower the families and survivors of intimate partner violence.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 660 - Solution Focused Interventions (3)

Health Management Organizations (HMO) are increasingly limiting the number of outpatient mental health therapy sessions that are reimbursable by insurance companies. This course offers a time sensitive, solution oriented approach to working with indiiduals, couples and families, that address this issue. The course begins by introducting students to the historical development and theoretical underpinnings of Solution Focused Therapy. It then explores the theories, skills, and techniques of solution building, including exploring exceptions, formulating feedback, and asking the "right questions" for time-sensitive therapy. Several Solution Focused techniques are introduced and students will practice applications in class so that they may leave this course ready to begin implementation of these techniques in a variety of settings. Strategies for evaluating this practice are provided.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program; and SWK-605. (Recommended, Previous)..

SWK 661 - Social Welfare Policy (3)

This course is designed to enhance the master's level social work student with the knowledge and skills necessary to engage in practice behaviors across various levels. Specifically, this course is designed to further engage social work students in social welfare advocacy by icnreasing their knowledge of the social welfare state, its history and development over time, and the impact it has on a diverse range of policies, programs and individuals. Students will further understand the values and beliefs underlying the contemporary welfare state, how this system is funded, the impact of the system at various levels, as well as become familiar with many of the basic social welfare programs currently in place.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 670 - Advanced Theory for SWP (3)

This course provides the student with advanced understanding of human behavior in the context of social environment. This course further examines the family, the community, and the organization as social systems and contexts for the development of individuals and groups. The course reflects social work's unique integration of theories drawn from sociology, psychology, biology, anthropology, and economcis to understand the multiple influences on behavior. Human Behavior and the Social Environment has the students apply sociological theories for critical analyses of society, communities, social institutions, and social organizations.

Prerequisite: Prerequisite: Complete SWK-587 or successful completion of a CSWE accredited BSW program. (Required, Previous)..

SWK 688 - Adv Generalist SWP Capstone (4)

The capstone course is the final course of the MSW program. This course is the culmination of a process of becoming an Advanced Generalist Social Work Practitioner. Building upon SWK-628, students further establish social work knowledge and skills gained in the classroom through application in their field practicum. Through self-reflection assignments, students develop self-assessments that describe their professional growth and development, articulate the integration of learning, highlight accomplishments, and develop a plan for further professional growth. As similar to the previous courses, students have the benefit of seminar to discuss these areas with members of their cohort for additional insight from their peers. In addition to demonstrating competency in field, students further demonstrate mastry of advanced generalist social work skills through the development and completions of a master's research project/portfolio.

Prerequisite: Prerequisite: Complete SWK-628. (Required, Previous)..

SWK 689 - Advanced Clinical SWP Capstone (4)

The capstone course is the final course of the MSW program. This course is the culmination of a process of becoming an Advanced Clinical Social Worker. Building upon SWK-628, students further establish social work knowledge and skills in the classroom and through application in field practicum. Through self-reflection assignments, students develop self-assessments that describe their professional growth and development, articulate the integration of learning, highlight accomplishments, and develop a plan for further professional growth. As similar to the previous courses, students have the benefit of seminar to discuss these areas with members of their cohort for additional insight from their peers. In addition to demonstrating competence in field, students further demonstrate mastery of clinical social work skills through the development and completion of a master's research project/portfolio.

Prerequisite: Prerequisite: Complete SWK-629. (Required, Previous)..

E0

SWK ELE - Social Work Elective (1.00-30.00)

THR - Theatre

THR 101 - Introduction to Theatre and Drama (3) †, *

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.

THR 105 - Reader's Theatre (3) †

A study of the theories and principles of oral communication through the medium of interpretive reading and an understanding of professional readers' theater.

THR 170 - History of Theatre and Drama (3) †, *

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 ENG-170.

THR 221 - Foundations of Acting (3) †

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.

THR 222 - Acting on and Off the Stage Ge (3) †, *

An exploration of the techniques and skills that professional actors use, modifying them for use on and off the stage. Students will learn to overcome stage fright, develop a strong steady articulate voice, focus on intentions and situational awareness, develop stage presence, utilize improvisational techniques, and strengthen rehearsal skills that will boost confidence and ability to perform as real world situations demand. As a final project for the course, students will research and perform a presentation directly related to their area of study.

THR 231 - Design for Performance (3) †

An introduction to the elements of performance design. We will focus on the digital skills in lighting and sound design as well as those aspects of set design, installations, and the scenic construction that are handled digitally. The second area of focus is on hands-on construction, the use of tools and theory supporting design.

THR 243L - Theatre Production Lab I (1) †

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.

THR 263L - Theatre Performance Lab I (1) †

Students gain creative performance experience through active participation as performer in a designated role or as an assistant director in either a studio or a major production. This course may be retaken for credit, with faculty approval, up to two times.

THR 270 - History of Theatre and Drama () †
THR 273 - Hist Theatre & Drama III: Classical (3)
THR 274 - Hist Theatre & Drama II: Medieval-19thC (3)
THR 275 - Hist Theatre & Drama III: 19thCent-Pres (3)
THR 295 - Introductory Topics in Theatre (3) †

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.

THR 321 - Advanced Acting (3) †

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.

Prerequisite: Prerequisite: Complete THR-221 or THR-222. (Required, Previous)..

THR 322 - Advanced Acting and Directing (3)

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.

Prerequisite: Prerequisite: Complete THR-222. (Required, Previous)..

THR 331 - Advanced Technical Direction (3) †

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.

Prerequisite: Prerequisite: Complete THR-231. (Required, Previous)..

THR 343L - Theatre Production Lab II (1) †

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.

Prerequisite: Prerequisite: Complete THR-243L and consent of the instructor. (Required, Previous)..

THR 355 - Script Analysis (3) †

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.

THR 361 - Directing I (3) †

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.

THR 363L - Theatre Performance Lab II (1) †

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.

Prerequisite: Prerequisite: Complete THR-263L and consent of the instructor. (Required, Previous)..

THR 364 - General Theater and Drama Field Period (3) †

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

THR 370 - Jr Practicum/Summer Playhouse (3)

Provides students with the opportunity to be involved in an off-campus theatrical experience.

THR 376 - Special Topics in Theatre and Drama (3) †

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.

THR 399 - Independent Study (1.00-3.00) †
THR 440 - Advanced Theatre Practicum (3)

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).

THR 461 - Advanced Directing (3) †

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.

Prerequisite: Prerequisite: Complete THR-361 and consent of the instructor. (Required, Previous)..

THR 464 - Specialized Theater & Drama Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

THR 485 - Senior Production Project (3.00-6.00) †

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.

E0

THR ELE - Theatre Elective (1.00-30.00)

WT - Waitlist

WT 001 - Waitlist-Credit Adjustment (3.00-12.00)
WT 111 - Consortium Agreement (1.00-12.00)
WT 222 - Tuition Billing Placeholder (12)

This serves as a full-time load credit placeholder for billing processes to occur on time and will be replaced when the full schedule for the student has been determined by Subject Matter Experts and is registered by the Registrar's Office.

A00

WT ASAP - Asap Kc Rm SPACEHOLDER (12)

this reserves a classrm for ASAP at KC placeholder for billing processes to occur on time and will be replaced when the full schedule for the student has been determined by Subject Matter Experts and is registered by the Registrar's Office.

x0

WT xxx - Academic Fresh Start ()

X000

WT XLIST - Xlist Section (12)

this reserves a classrm for xlisted sections at KC campus with parent course in the fall or spring a-term

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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
Jennifer Mealey – Associate Professor of Social Work (2007); B.S., Keuka College, M.S.W., Nazareth College

Vikki O'Connor - Associate Professor of Social Work (2009); B.S., Empire State College; MSW, Syracuse University; Ph.D., Syracuse University
Linda Park - Associate Professor and Director of Lightner Library (2003); B.S., M.L.S., J.D., SUNY University at Buffalo
Andrew Robak – Associate Professor of Chemistry (2007); B.S., Rochester Institute of Technology; M.S., Ph.D., University of Oregon
Daniel Robeson – Associate Professor of Management (2014); B.A., University of Missouri; M.B.A., Ph.D., Rensselaer Polytechnic Institute
David Romm - Associate Professor of Management (1991); B.A., Princeton University; M.P.S., Cornell University
Edward Silverman - Associate Professor of Social Work - - (2010); B.A., M.B.A., Binghamton University; M.S.W., Ph.D., University of Maryland
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
Dianne Trickey-Rokenbrod – Associate Professor of Occupational Therapy (2009); B.S. SUNY at Buffalo; .A., Alfred University; O.T.D. Chatham College

Assistant Professors

Christopher Alterio- Assistant Professor of Occupational Therapy (2011); B.S., SUNY at Buffalo, Dr. O.T., Nova Southeastern University
Kristen Bacon – Assistant Professor of Occupational Therapy (2015); B.S., Utica College at Syracuse University; M.S., Utica College; O.T.D., Chatham University
Michele Bennett - Assistant Professor of Occupational Therapy (2012); B.S., M.S., Keuka College; O.T.D., Chatham University
Susan Bezek - Assistant Professor of Nursing (2013);A.A.S.,FLCC; B.S.,Keuka College; M.S., University of Rochester; Ph.D., Capella University
Owen Borda - Assistant Professor of Interdisciplinary Studies (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
Enid Bryant - Assistant Professor of Communication Studies (2012); B.A., University of Florida; M.A., University of London
Julie Burns-Percy - Assistant Professor of Social Work (2004); B.S., SUNY Buffalo; M.S.W., Nazareth College; A.B.D., Union Institute and University
Julie Carpenter - Assistant Professor of Nursing (2010); R.N. Diploma, Crouse Hospital School of Nursing; B.S., M.S., Syracuse University; F.N.P., SUNY Upstate; DNP Chatham 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
Christopher Clinton – Assistant Professor of Social Work (2015); B. A. Binghamton University; M.S.W., Syracuse University; ABD, University of Rochester, School of Nursing
Athena Elafros- Assistant Professor of Sociology (2012); B.A., University of Toronto; M.A., Queen's University; Ph.D., McMaster University
Annmarie Flanagan - Assistant Professor of Nursing (2010); B.S., Keuka College; M.S., St. John Fisher College, Advanced Practice Nursing
Kelley Hamilton – Assistant Professor of Music and Director of Music Programs (2014); B.M., Ithaca College; M.M. University of Rochester, The Eastman School
Alice Hamischfeger- Assistant Professor of Education (2011); B.S., SUNY at Brockport; M.S., Nazareth College of Rochester; Ph.D., University of Rochester, Warner School
Laurel Hester – Assistant Professor of Biology (2011); B.A., Swarthmore College; Ph.D. University of Michigan
Cassie Hey – Assistant Professor of Occupational Therapy (2014); B.S., M.S., Keuka College
Anne Killen – Assistant Professor of Management (2001); B.S., Keuka College; M.S. Ed., Elmira College; D.M., University of Maryland University College
Peter Kozik - Assistant Professor of Education (2010); B.A., Williams College; M.A., Ph.D., Syracuse University

Rachel Kraus – Assistant Professor of Nursing (2014); B.S., Niagara University; M.S., University of Rochester; ABD University of Rochester
Andrew Kubrich – Assistant Professor of Business (2013); B.S., Elmira College; M.B.A., Alfred University
David Pak Yue Leon – Assistant Professor of Political Science (2013); B.S., University of Maryland; M.S., Ph.D., University of Minnesota
Carole K. Lillis - Assistant Professor of English (1998); B.A., Cleveland State University; M.A., University of Rochester
Klaudia Lorinczova – Assistant Professor of Education (2010); Magister, Constantine the Philosopher University; Ph.D., University of Oklahoma
Jessica MacNamara – Assistant Professor of Sociology (2014); A. A., Finger Lakes Community College; B. A., SUNY at Buffalo; M.A.,, SUNY at Albany; Ph.D., SUNY at Buffalo
Richard Martin - Assistant Professor of Criminal Justice , (2011); A.A.S., Jamestown Community College; B.S., Keuka College; M.S., Boston University
Jason McKinney – Assistant Professor of Social Work (2013); B.S., M.S.W., Roberts Wesleyan College; Ph. D., University of Rochester
Stacey Mirinaviciene - Assistant Professor of Accounting (2014); B.A., Vilnius University; M.B.A., New York Institute of Technology
Kevin Murphy – Assistant Professor of Social Work (2013); B.S., Elmira College; M.S., Marywood University; Ph.D., East Stroudsburg University
William Myers- Assistant Professor of Business (2000); 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 at Oswego; M.F.A., RIT
Lee-Hsien (Ken) Pan – Assistant Professor of Finance (2015); M.B.A., M.S., Ph.D., Syracuse University
Luciana Cursino Parent – Assistant Professor of Biology (2015); B.S., M.Sc., Federal University of Minas Gerais; Ph.D., University of Sao Paulo-Cornell 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., SUNY at Buffalo
Victoria Record – Assistant Professor of Nursing (2014); A.A., Finger Lakes Community College; B.S. Keuka College; M.S., St. John Fisher College; Ed.D, Walden University
Caren Roberts – Assistant Professor of Occupational Therapy (2013); B.S., Keuka College; OTD, Chatham University
Gretchen Rymarchyk- Assistant Professor of Social Work (2012); B.A., Hofstra University; M.S.W., Syracuse University; Ph.D., Cornell University
Mikhail Sher – Assistant Professor of Operations Management (2015); B.S., Carnegie Mellon University; M.S., Columbia University; ABD, Drexel University
Stanley Wilczek, Jr. – Assistant Professor of Management (2008); A.S., Mohawk Valley Community College; B.S., SUNY at Buffalo; M.B.A., Syracuse University
Sunny Winstead – Assistant Professor of Occupational Therapy (2013); B.A., Binghamton University; M.S., Medical College of Virginia
Yang Zhao - Assistant Professor of Business and Management (2012); B.S., Shandong University of Finance; M.A., Dongbei University of Finance and Economics; M.S., Keuka College; Ed.D., St. John Fisher College

Instructors

Catherine Agar – Instructor of English (2012); B.A., St. John Fisher College; M.A., University of Rochester
Geoffrey Lee - Instructor of English (2011); B.A., St. Bonaventure University; M.A. Clemson University
Nicholas Koberstein – Instructor of Child and Family Studies (2013); B.S., Eastern Connecticut State University; M.A., University of Connecticut; A.B.D., University of Connecticut
Jack Westbrook – Instructor of Mathematics (2011); B.S., M.S., SUNY at Geneseo

2015-16 Administration

First Name	Last Name	Position	Position Effective Date
Jonathan	Accardi	Assistant Athletic Director / Director of Campus Recreation	8/12/2007
Christen	Accardi	Associate Director of Marketing and Communications	10/18/2014
Laurie	Adams	Assistant Director of Alumni and Family Relations	9/15/2014
Catherine	Agar	Academic Skills Counselor	9/24/2012
Laura	Alfieris	Assistant Director of Admissions, ASAP	5/7/2012
Anne	Almekinder	Director of Digital Instruction & Technology	5/13/2015
Lois	Austen	Program Coordinator Multidisciplinary Studies	7/29/2006
Daniel	Bateman	Development Director	4/24/2015
Jennifer	Bates	Executive Director of Financial Aid	8/30/1993
Peter	Bekisz	Director of Marketing & Communications	11/3/2013
Jill	Bird	Associate Registrar	5/18/2015
Tara	Bloom	Assistant Director of Field Periods & Internships	7/2/2012
John	Boccacino	Sports Information Director	3/10/2014
Jeffrey	Bray	Associate Athletic Director / Head Athletic Trainer	7/1/1992
Jessica	Brewer	Academic Advisor	7/25/2011
Gary	Broadhurst	Assistant Head Coach	8/18/2014
Holly	Brooks	Admissions Systems Analyst	6/1/2015
Jamie	Burke	Head Coach - Softball	1/1/2012
Michael	Burke	Network Administrator	10/20/2014
Andrea	Campbell	Chief Information Officer	8/26/2013
Jennifer	Cervantes	Academic Skills Counselor	1/19/2015
Brittany	Chambers-Sciolino	Development Director	4/24/2015
Steven	Christenson	Head Coach - Women's Soccer	8/16/2013
Tarah	Christenson	Head Coach Field Hockey	8/4/2014
Cynthia	Christie	Coordinator of Health Services	2/4/2014
Vincent	Ciampolillo	Judicial Coordinator and Resident Director - Strong Apts	7/7/2014
Matthew	Cornwell	Academic Advisor	5/26/2015
Alexander	Crocker	Systems Analyst	7/7/2014
Troy	Cusson	Instructional Design Manager	2/2/2009
Kyle	Cute	Admissions Counselor, ASAP	10/20/2014
Sally	Daggett	Human Resources Manager	7/1/2013
Brie	Deacon	Marketing Manager	11/11/2013
Nicholas	Delaney	Mental Health Counselor	7/6/2015
Braedy	DelRossa	Business Office Accounting Supervisor	11/9/2009
Barbara	Demjanec	Laboratory Coordinator	3/15/2000
Eric	Detar	College Chaplain	8/1/2009
Chevanne	DeVaney	Director of Multicultural Affairs	12/10/2007

Sandra	Devaux	Graphic Designer	12/10/2012
Jorge	Diaz-Herrera	Professor and President	7/1/2011
Carl	Dickinson	Registrar	3/17/2014
Deborah	Drain	Associate Director of Human Resources	10/2/2014
Matthew	Dreitlein	Manager of Operations & Admissions Systems	10/20/2014
Richard	Edelmann	Senior Tech Support Technician	6/30/2010
Richard	Ferchen	Head Coach	8/15/2013
Kathleen	Fitzpatrick	Technical Support Technician	1/26/2015
Thomas	Flicker	Senior Developer	4/7/2014
Kelsey	Folckemer	Program Administration Manager	2/9/2015
Paul	Forestell	Provost & VP of Academic Affairs	7/1/2014
Sarah	Gaffney	Head Coach - Women's Basketball	5/13/2014
Wendy	Gaylord	Dean for China Programs	9/15/2008
Ross	Gleason	Operations & Admissions Systems Analyst, ASAP	11/12/2014
Deborah	Gregory	Program Manager for Organizational Management	9/10/2012
Mary Ellen	Griffiths	Director of Student Accounts	8/6/2001
Carol	Grover	Controller	7/7/2003
Benjamin	Guiliano	Head Coach - Men's Volleyball	1/1/2012
Lori	Haines	Presidential Support Specialist	2/9/1987
Kelley	Hamilton	Assistant Professor of Music & Director of Music Programs	8/16/2014
Kristen	Harter	Assistant Director of Admissions, Traditional	7/12/2004
Colleen	Hathaway	Financial Aid Counselor	3/2/2015
Jeffrey	Heckman	Director of Budget & Analysis	5/30/2014
Merrie	Heins	Assistant Director of Financial Aid	8/29/2011
Jerry	Hiller	Vice President for Finance & Administration	1/27/2003
Andrew	Hogan	Assistant Director Technology and Media Services	10/20/2013
Billy Jo	Jayne	Director of Advancement Services	6/1/2013
Pamela	Jennings	Academic Skills Counselor	9/1/2003
Casey	Kendall	Director Infrastructure Systems & Security	10/20/2014
Anne	Killen	Associate Vice President of CPS	5/21/2012
Nicholas	Koberstein	Instructor of Child and Family Studies	8/17/2013
Justin	Krog	Program Developer	6/30/2011
Brittany	Kuhn	HR Generalist	6/1/2015
Elizabeth	Lambert	Dean of Student Engagement and Success	4/14/2014
Ashley	Larimore	Assistant Director of Admissions, Traditional	6/1/2015
Geoffrey	Lee	Director of CPS Writing Center	2/2/2013
Carole	Lillis	Director, Academic Success at Keuka	8/28/1995
Douglas	Lippincott	Exec Director of Grants, Government Relations & Compliance	3/10/2014

Andrea	Lippincott	Academic Advisor	2/4/2013
Gabrielle	Lorusso	Assistant Athletic Trainer	1/8/2013
Kailey	Maloy	Financial Aid Counselor	5/27/2013
Marlaine	Mangels	Professor of Wellness	8/16/2014
Karen	Mann	Director of Conference Services	8/23/2004
Lisa	Marciniak	Associate Director of International Enrollment	9/7/2014
Nancy	Marksbury	Special Assistant to the President, Dir of Digital Learning	1/5/2015
Kelsey	Marquart	Research and Prospect Manager	12/15/2014
Mary	Martini-Hausner	Director of Counseling Services	8/30/2013
Bryan	Mathews	Head Coach - Men's Golf	8/12/2014
Erin	McCaffrey	Head Coach - Women's Lacrosse	10/27/2014
Tracy	McFarland	AVP for Student Development	1/14/2002
Lindsay	McGloon	Student Services Manager	2/16/2015
Molly	McGuigan	Adventure Program Manager	1/20/2014
Joshua	Middleton	IT Systems and Security Specialist	4/7/2014
Kimberly	Morgan	Director of Admissions, ASAP	11/7/2011
Jessica	Mullins	Director of Program Administration & Student Services	9/11/2012
William	Myers	Program Director Vietnam	6/7/2010
Jennifer	Nielsen	Transfer Student Counselor	9/29/2014
Theresa	Oderman	Campaign Manager	6/29/2015
Jenna	Owen	Assistant Director of Admissions, Traditional	6/22/2015
Jason	Paige	Head Coach - Men's Lacrosse	1/1/2012
Linda	Park	Director of Lightner Library	9/1/2003
Mark	Petrie	VP of Enrollment Management	12/18/2013
Thad	Phillips	Head Coach - Men's Basketball	1/1/2012
Grace	Pilet	Admissions Counselor	2/9/2015
Michelle	Polowchak	Director of Human Resources	2/18/2013
Phillip	Rahr	Assistant Athletic Trainer	8/12/2014
Cara	Rainer	Assistant Director of Admissions, ASAP	1/6/2014
Patrick	Reape	Director of Housing and Residence Life	6/26/2007
Eric	Reuscher	Assistant Director of Advancement Services	8/5/2013
Samuel	Rex	Technical Support Administrator	6/15/2015
Meredith	Richel	Assistant Director of Career Services	1/13/2014
Eva	Robbins	Director of Student Activities	6/25/2012
Daniel	Robeson	Chair, Div. of Business & Mgt & Director Business Analytics	7/1/2014
Jennifer	Robinson	Assistant Director, Academic Success At Keuka	1/27/1997
Megan	Ryan	Director of Admissions, Traditional	4/1/2014
Dorothy	Schramm	Director of Institutional Assessment	9/10/2012

Timothy	Sellers	Associate VP of Academic Programs	8/16/2002
Michael	Shepardson	Academic Advisor	9/6/2011
Linsey	Shepardson	Program Manager of Nursing	8/27/2012
William	Start	Business Analyst	1/11/2010
Amy	Storey	Vice President for Advancement & External Affairs	3/25/2013
David	Sweet	Director of Athletics	12/3/1984
Matthew	Tantalo	Head Coach - Men's Soccer	1/1/2012
Brittney	Tennies	Assistant Director of Admissions, ASAP	9/8/2014
Ashley	Thomason	Human Resources Manager	9/29/2014
Lisa	Thompson	Director, HEOP	4/27/2015
Vickie	Tobias	ERP Systems Administrator	10/20/2014
Bradley	Turner	Senior Tech Support Technician	10/2/2012
Ann	Turner	Senior Director of Advancement	12/1/2014
Jesse	Walker	Assistant Head Coach	9/29/2014
Tammy	Warner	Executive Assistant to the President & Admin Manager	12/1/2014
Katharine	Waye	Executive Director of Alumni & Family Relations	11/17/1997
Valerie	Webster	Co-Curricular Transcript Coordinator	10/4/1999
Trista	Wesley	Assistant Director of Admissions, Traditional	6/1/2015
Angela	Wesley	Transfer Student Counselor	7/14/2014
Brian	Wetherby	Assistant Director of Marketing	6/2/2014
Patricia	White	Assistant Director of Admissions, ASAP	5/7/2012
Amanda	Wickham	Coordinator of Transfer & Commuter Student Services	2/9/2015
Brett	Williams	Digital Media Producer	12/30/2013
Joshua	Wisley	Human Resources Manager	9/29/2014
David	Woodard	Print and Mail Center Supervisor	5/13/2014
Xong Sony	Yang	International Student Advisor	10/6/2014

Alumni Association Executive Council Roster 2015-2016

President, 2015-2017
Jeremy Hourihan ’08 (2nd term)

Vice President, Finance, 2015-2017
Brenda Travis ’90 (2nd term)

Vice President, Personnel, 2014-2016
Cindy Christopher Sechrist ’86 (1st term)

Vice President, Programs 2014-2016
Ellen Charles Chirco ’73 (2nd term)

Vice President, Communications, 2015-2017
Kimberley McConnell ’93 (2nd term)

Secretary, 2014-2016
Linda Bauman Fitch ’69 (1st term)

Class Representatives up to & including 1956
Ruth Palmiter Spencer ’55 (2014-2016) (2nd term)
Suzanne (Sue) Goodrich '54 (2015-2017) (1st term)

Class Representatives, 1957-1962
TBA

Class Representatives, 1963-1968
Elfriede Muller Tompkins ’67 (2014-2016) (2nd term)
Elaine Lees '68 (2015-2017) (1st term)

Class Representatives, 1969-1974
Dottie Roney Jansen ’73 (2014-2016) (2nd term)
Nancy Sinclair Kemp '73 (2014-2016) (1st term)

Class Representatives, 1975-1980
Allyson Roose '80 (2015-2017) (1st term)

Class Representative, 1981-1986
Chrisy Ahlberg AmEnde '83 (2014-2016) (1st term)
Barbara Webster '82 (2014-2016) (1st term)

Class Representatives, 1987-1992
Daniel Gale ’90 (2015-2017) (2nd term)

Class Representative, 1993-1998
Christine Reeve Paige ’98 (2014-2016) (2nd term)
Heather King Tillman '97 (2014-2016) (1st term)

Class Representatives, 1999-2004
Tracey O'Donnell Wallace '03 (2014-2016) (1st term)

Class Representatives, 2005-2014
Sarah Richardson '05 (2015-2017) (1st term)
Ryan Bordinger '11 (2015-2017) (1st term)

Class Representative, ASAP
Randy Kuhn ’10, M ’12 (2015-2017) (2nd term)
Jenny Cole '09, M '11 (2014-2016) (1st term)

Master's Representative
Jason Murphy '10, M '12 (2014-2016) (1st term)

Past President, 2013-2015
Linda Vollbracht Bauch '67 (2nd term)

Alumni Trustee, 2013-2016
Michael Sweet '03

Alumni Trustee, 2014-2017
Susan Nordstrom '74

Alumni Trustee, 2015-2018
Nancy Riker '69

Alumni &Family Relations Staff Contacts:

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Denise Duby	(w) 315-279-5238
Kathy Waye:	(w) 315-279-5602
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