TABLE OF CONTENTS

COLLEGE RECORD 2025-2026

Academic Calendar

Please see keuka.edu/registrar/academic-calendar for the current Academic Calendar.

Our Mission, Vision, and Shared Values

OUR MISSION

To create exemplary citizens and leaders to serve the nation and the world.

OUR VISION

To bring strength to our nation and help to humanity.

SHARED VALUES

We honor our shared values by holding ourselves and one another accountable to:

CREATE A STRONG SENSE OF COMMUNITY

To demonstrate this value, we:

- Exemplify “The Way of the Wolf.”
- Support one another’s contributions with respect, appreciation, and care for diversity in people, culture, beliefs, ideas, practices, and experiences.
- Demonstrate social responsibility and leadership as a local, national, and global citizen.
- Foster personal connections.
- Act with uncompromising integrity in pursuit of personal and academic excellence.

STUDENT SUCCESS: THE SUCCESS OF EACH AND EVERY STUDENT IS PRIORITIZED

To demonstrate this value, we:

- Place student achievement at the center of all that we do.
- Deliver quality teaching through the use of high-impact learning practices.
- Excel at experiential education.
- Attend to the holistic development of the student.
- Foster innovation, creativity, and flexibility in our efforts to offer exemplary education and service.
- Regularly evaluate our practices and make changes to better support those who are underserved.
- Maintain comprehensive support services.
- Provide student-focused operations.
- Leverage strategic external partnerships.

THOUGHTFUL USE OF RESOURCES, INCLUDING OURSELVES

To demonstrate this value, we:

- Identify, share, and make the most effective use of our resources.
- Work together to accomplish our tasks and achieve the College mission.
- Empower employees to assert leadership and engage in institutional decision-making.

- Develop, prioritize, and communicate our goals collaboratively.
- Strive for a balanced work environment in which we are efficient and competent, but also kind and friendly.

ENGAGE WITH CURIOSITY

To demonstrate this value, we:

- Ask questions.
- Assume positive intent.
- Seek new opportunities.
- Change through innovation.
- Engage in lifelong learning.

OPEN DOORS TO OPPORTUNITY

To demonstrate this value, we:

- Provide access and promote equality for all who seek to improve their lives.
- Encourage our students to take advantage of the opportunity to seek their greatest potential: Making good on the American dream.
- Offer a wide variety of programs and services within the means of all.

The College

Keuka College is a national leader in experiential, hands-on learning. It is an independent, private, four-year, coeducational institution located in the heart of New York's picturesque Finger Lakes region. For over 135 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.

The hallmark of a Keuka College education is our Field Period® – a nationally recognized experiential education program. Required annually of every student in every major, Field Period is the central academic experience that unites all Keuka College graduates. Field Period is a student-designed learning opportunity that can take the shape of a professional internship, a cultural immersion, a community service project, an artistic endeavor, or a spiritual exploration. Field Periods progressively challenge students to develop, mature, and apply classroom theories in real-world contexts.

A rigorous liberal arts core curriculum is the principal focus of study during the first and second years. The College believes that a liberal arts education endows students with an understanding of the human condition, our collective heritage, and our pluralistic and technology-driven society. Classes in the natural and social sciences and humanities, enhanced by digital literacy, provide a solid, integrated foundation that supports academic expectations encountered in advanced coursework. Whether majoring in one of the College's professional programs or one of its other disciplines, Keuka College students come together to exercise their intellectual curiosity, expand their levels of social tolerance, and test their moral convictions in a unique and nonthreatening environment.

The faculty takes pride in its ability to simultaneously challenge and reinforce the values and goals that 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 the school's founding resolution, led to the establishment in 1890 of Keuka College & 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, which "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 the first faculty of the College & Institute. Those instructors, and the ones who followed, exemplified the College's motto: "Committed teachers and scholars devoted to providing maximum attention to the individual student."

The intellectual strength and spirit of Keuka College come from the many dedicated individuals who have taken an active part in its 135-year history. Each succeeding generation of Keukonians has built upon the four cornerstones of academic excellence, social responsibility, the practical application of learning, and accessibility.

Keuka College became a women's college in 1921. Dr. 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 curricula. The "small but great" College attracted statewide attention because of the service that its students, faculty, and graduates rendered among the rural citizenry. Alumni administered to 75 churches and instructed 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 Great Depression. As one eloquent trustee of the College remarked, "[At Keuka College] 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 College's size and reputation increased. Contributing to the wartime effort, Keuka College established its nursing cadet program, and the Field Period program came to fruition. To this day, Field Period exemplifies the innovative spirit and philosophy of the College. By the end of the decade, Dr. Katherine Gillette Blyley, the dean and former English professor, had risen to become the College's first female president. Under her leadership, the College developed and expanded its student body, programs such as Field Period, and the school's stellar reputation.

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 offers a multifaceted business curriculum as well as its long-established programs in the humanities and natural and social sciences.

Since the early 2000s, Keuka College has added master's degree programs, online degree programs, and transnational partnerships in China and Vietnam.

Campus

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

Hegeman Hall is the primary academic building on campus and houses faculty offices for the Divisions of Humanities and Fine Arts, Education and Psychology, Nursing, and Applied Health and Wellness. The Career Design Center, Global Affairs, and Experiential Learning Offices along with the Office of Accessibility are housed in this building.

Harrington Hall houses the Nursing Simulation Lab space on the first floor. Its upper floors serve as a residence hall for students.

The Lucretia Davis Jephson Science Center houses faculty offices for Mathematics, Environmental Science, Chemistry, Biology, and Sustainability. This center for the sciences also features a 150-seat auditorium, laboratory, greenhouse, and computer lab.

Strong Hall houses classrooms and the Information Technology department.

Lightner Library is the intellectual center of the Keuka College community, where users can access information and connect in an open, positive learning environment. Lightner Library provides access to information in a variety of formats. There are reference librarians available Monday through Friday, and students and faculty can obtain materials not available on site through the library's Interlibrary Loan service.

The library houses:

- The Academic Success Center on the main floor with the ASK Desk, access to computers, printers, and , comfortable study spaces, as well as support from academic professionals and a calendar of drop-in events.
- The Academic Learning Commons on the lower level, which includes workstations, study rooms, and a snack shop.
- Collaborative space and quiet study areas throughout the two main floors.
- The Lightner Art Gallery, where a variety of exhibitions and shows are held each year.

The library's hours vary during the year, so it is always a good idea to check their website or call the Circulation Desk at (315) 279-5632.

The JMW Recreation and Athletics Center features a primary gymnasium, auxiliary gym, fitness center, and weight room. It serves both the physical education program and the recreational and intercollegiate sports interests of students, faculty, staff, and area residents. The College competes in the prestigious Empire 8 Conference.

The David Dahlstrom Student Center houses the Geiser Dining Commons, the Commuter Student Lounge, the Esports arena, the Hawkins Lounge, and staff working in various areas of student affairs. The Geiser Dining Commons hours can be found online.

Keuka Commons is the home of the Health and Counseling Center; Alumni Relations and Development; Human Resources; the Division of Business and Management; the Division of Criminal Justice and Social Work; the campus bookstore; and the Wolf Den Café, serving bistro fare and Starbucks coffee. Café hours can be found online. The first floor also houses a group exercise studio featuring hundreds of on-demand video workout offerings for individual students, clubs, or teams.

The Commons also provides four state-of-the-art classroom spaces with technology that the College's faculty can use interactively during lectures. Additionally, there are 45 faculty and staff offices on the second floor; three conference rooms; and a suite dedicated to Conference Services.

Ball Hall, the oldest campus building named for the College's founder, houses students on its upper three floors and accommodates many of the College's administrative offices on the ground and first floors. Offices for Admissions, Financial Aid, Records and Registration, Student Accounts, Marketing and Communications, and the Business Office are housed in this building, as well as the George and Frances Ball Foundation Executive Suite, home to the President and senior administration.

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 hosts church services, ceremonies, and all-campus convocations.

Residence Halls, in addition to Ball and Harrington, include Davis, Space, Saunders, Blyley, Keuka Park Apartments, and Strong Apartments.

Accreditation

Keuka College is accredited by the Middle States Commission on Higher Education (MSCHE). The College is also chartered by the Board of Regents of the University of the State of New York. Keuka College is historically related to the American Baptist Churches USA.

Middle States Commission on Higher Education
1007 N. Orange Street
4th Floor, MB #166
Wilmington, DE 19801
https://www.msche.org/
Email: Communications@msche.org

The baccalaureate and master's social work degree programs in the Keuka College Division of Criminal Justice and Social Work are accredited by the Council on Social Work Education (CSWE).

Council on Social Work Education
333 John Carlyle Street
Suite 400
Alexandria, VA 22314
https://www.cswe.org/
Telephone: (703) 683-8080

The baccalaureate and master's nursing degree programs in the Keuka College Division of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).

Commission on Collegiate Nursing Education

655 K Street, NW
Suite 750
Washington, DC 20001
http://www.aacnnursing.org/
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).

Accreditation Council for Occupational Therapy Education of the
American Occupational Therapy Association
7501 Wisconsin Avenue
Suite 510E
Bethesda, MD 20814
www.acoteonline.org/
Telephone: (301) 652-6611

Graduates of the master's program can sit for the national certification examination for occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). A felony conviction may affect a graduate's ability to sit for the NBCOT certification or attain state licensure. For more information on these limitations, contact:

NBCOT
One Bank Street
Suite 300
Gaithersburg, MD 20878
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.

The business programs in the Keuka College Division of Business and Managment are accredited by the International Accreditation Council for Business Education (IACBE)

IACBE
11960 Quivira Road
Suite 300
Overland Park, KS 66213
https://iacbe.org/
Telephone: (913) 631-3009

The baccalaureate and master's education programs in the Keuka College Division of Education and Psychology are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

AAQEP
173 Milkweed Drive
Lake Frederick, VA 22630
https://aaqep.org/
Telephone: 301-276-5106

Admissions

Keuka College welcomes applicants seeking an education grounded in the liberal arts and dedicated to the benefits of experiential learning. Students interested in the academic, co-curricular, extracurricular, and experiential programs of the College are encouraged to apply for admission. Keuka College accepts domestic and international first-time and transfer candidates for undergraduate and graduate studies.

Candidates for admission must demonstrate the ability, motivation, and readiness for college-level studies. Each candidate is assessed based on individual strengths in relation to the academic programs offered at Keuka College.

Admission is granted without regard to race, sex, gender identity, creed, or national origin. Admitted students must hold a high school diploma or its equivalent. Documents submitted during the application process become the permanent property of Keuka College and cannot be returned to the applicant or forwarded to a third party. Exceptions to policy may be requested in special circumstances. A felony conviction may prohibit acceptance into certain academic programs.

The Admissions Office adheres to the highest professional standards. In compliance with 34 C.F.R. 668, admissions recruiters will never use fraudulent or aggressive recruiting tactics for military students or any other prospective students. These counselors/recruiters will also avoid high-pressure recruitment tactics and will not be compensated for securing military enrollments or any other student enrollments.

Admission requirements are outlined below and may be subject to change. Updated requirements can be found online at www.keuka.edu/apply. Completing the application process does not guarantee admission to the College or the applicant's desired academic program. Applicants who are U.S. citizens should apply for financial aid by submitting their FAFSA as soon as possible. FAFSA applications can be submitted in the Fall semester of each academic year.

To secure a spot in the incoming class, students must submit an enrollment deposit of $200 by cash, check, or credit card. Deposits are refundable up until May 1, 2026. Enrollment deposits generally cannot be waived. The only condition under which an enrollment deposit is waived is veterans of the U.S. military who are receiving education benefits from the Veterans Administration (VA).

Universal Application Requirements

All applicants to Keuka College must submit the following materials for admission consideration:

- An online Application for Admission, either through Keuka College's application or an authorized third-party source (e.g., Common App).
- A copy of their secondary school transcript, general equivalency diploma (GED), or Test Assessing Secondary Completion (TASC). Unofficial copies are accepted for admission evaluation, but students must submit an official and final copy prior to starting classes.
- Transfer applicants must provide official transcripts from all previously attended colleges and universities to be evaluated for admission.

In addition to the required materials, the Admissions Committee will also consider the following optional components:

- Letters of Recommendation
- Personal Statements or Essays
- Standardized Test Scores

If a first-time applicant's secondary school transcript provides both a weighted and unweighted GPA, Keuka College will use whichever GPA is the highest to assess the applicant, provided the weighted GPA is on a 4.0 scale.

Some programs at Keuka College have additional requirements, which are outlined in subsequent sections.

Gradeless Secondary Schools

First-time applicants who attend a secondary school that does not provide letter or point-based grades must submit a comprehensive portfolio of their secondary school academic achievements. The portfolio will be holistically evaluated for admission and merit scholarship opportunities by a committee consisting of, at minimum, an admission's official and a faculty member appointed by the Office of the Provost and Vice President for Academic Affairs.

Determining First-Time versus Transfer Applicant Status

In accordance with the U.S. Department of Education definition, a first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

A transfer student is defined as a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). The student may transfer with or without credit.

Additional Requirements for International Students

Keuka College warmly invites applications from non-U.S. citizens for our on-campus undergraduate and graduate programs. Along with the previously described Universal Application Requirements, international applicants must also submit the following documents:

- A copy of all secondary school and college/university transcripts through World Education Services (WES) or any other vendor verified by the National Association of Credential Evaluation Services (NACES). There are two notable exceptions for graduate-level applicants:
  - For graduate nursing applicants, TruMerit is the only approved credential evaluation provider.
  - Transcripts for graduate social work applicants must be evaluated by the Department of Social Work Accreditation, which is part of the Council on Social Work Education (CSWE), the College's Social Work accreditation agency.
- A copy of official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), unless the applicant's education was in English and in one of the following countries: Antigua, Australia, Barbados, Belize, Bermuda, Botswana, Canada, Cayman Island, Dominica, Gambia, Ghana, Grenada, Guyana, Ireland, Jamacia, Kenya, Lesotho, Liberia, Montserrat, Namibia, New Zealand, Nigeria, Sierra Leone, Singapore, South Africa, St. Lucia, St. Vincent, Swaziland, Tanzania, The Bahamas, The British Virgin Islands, Turks and Caicos Islands, Trinidad and Tobago, Uganda, United Kingdom, Zambia, or Zimbabwe.

Upon acceptance, international students are required to provide the College with the following items before a Form I-20 can be issued:

- Declaration of Finances
- Copy of Current Passport

English Proficiency Test Score Requirements

Undergraduate Applicants

- IELTS – 5.0
- TOEFL – 59

Graduate Applicants

- IELTS – 5.5
- TOEFL – 69

Additional Requirements for Students from Puerto Rico

While students from Puerto Rico are U.S. citizens and not classified as international applicants, public schools in Puerto Rico use Spanish as the primary language of instruction. Therefore, applicants from Puerto Rico are required to submit a TOEFL, IELTS score and meet the criteria outlined in the English Proficiency Test Score Requirements section.

Merit Scholarship Evaluation

Keuka College offers merit scholarships for many undergraduate and graduate programs that are based on the applicant's prior academic performance:

- First-time applicants are assessed based on their cumulative secondary school GPA from the transcript(s) submitted during the application process.
- Transfer applicants are evaluated according to the cumulative weighted GPA of all completed college coursework at the time of application submission.

Holistic Application Review

Though a candidate may meet minimum Admission requirements, each candidate is evaluated based on a holistic review process which includes detailed information provided within each required material.

In the holistic review process, every aspect of the application materials is given careful consideration as an indicator that the applicant possesses qualities known to contribute to successful degree completion. Such a review seeks to determine if the applicant has not only the academic qualifications for admission but also the skills and experiences that support the conduct of their chosen profession and facilitate degree completion.

Supplemental Program-Based Application Requirements

In addition to the Universal Application Requirements, some programs at Keuka College have requirements an applicant must meet to be considered for admission.

Honors Program Selection Criteria
Eligibility Criteria and Application Process

First time, full time (FTFT) students who apply to Keuka College and have a high school GPA of 90 or higher are invited to apply for the Honors Program by submitting an essay of interest. These essays are reviewed by the Honors Program Director along with members of the Honors Program Advisory Council (HPAC). The admissions team aims to craft a balanced class to allow for a range of majors, perspectives, and backgrounds. In addition, students must not have an excessive number of transfer credits or possess an AA/AS through a high school program. They need to be able to complete at least 75% of the Honors Program curriculum without necessarily exceeding 120 credits total at Keuka College.

Once accepted, students must deposit and enroll to secure their place in the Honors Program. New Student Orientation participation is expected of all Honors Program students.

Alternative Eligibility and Entry

Fall Admission: In the event there are open spaces remaining in an incoming cohort, admission for the fall semester will be prioritized as follows:

- Waitlisted students from the Admissions process.

- Additional incoming FTFT students who did not apply by the due date but meet the criteria for admission.
- Incoming transfer students anticipated less than 25% of the Compass Curriculum (general education requirements) complete who meet the criteria for admission and/or have demonstrated 3.5 or higher GPA performance at their prior institution with no conduct concerns.
- Incoming students recommended by Admissions Counselors or faculty for evidence of engagement and promise, who are anticipated to have at least 75% of the Compass Curriculum credits remaining, but do not meet the HS GPA or prior institution GPA requirement.
- At the end of the first year, a rising second-year student may apply to become part of the Honors Program if they meet the 3.5 GPA requirement and have been recommended by a faculty or staff member. However, they must be able to complete 75% of the Honors curriculum with their remaining degree requirements.
- Because of housing placements and scheduling needs, admission for the Fall Cohort should be finalized prior to August 1. In exceptional circumstances, students may join prior to the course add/drop deadline in the Fall semester.

Spring Admission: If there are openings or anticipated openings in the Honors Program, an incoming or current student (FTFT or transfer) may apply for admission to the Honors Program, joining either in Spring or Fall based on housing and curricular timing. They must either meet the admission criteria for new students or have achieved at least a 3.5 at a prior institution, or in their first semester at Keuka College. The due date for spring admission applications is the end of the second week in January, and will be offered through invitation only.

If an Honors Program student voluntarily exited the program and wishes to re-enter the program after a maximum of one semester's hiatus, they must meet current academic criteria and apply directly to the Honors Program Director with a letter explaining their request. An interview may be required. Re-admittance is not guaranteed.

If a student has been dismissed for academic reasons, but has restored their academic standing and space allows, the student may apply after a maximum of one semester's hiatus to be reinstated to the Honors Program before the beginning of their junior year (5th semester). They should apply directly to the Honors Program Director with a letter explaining their request. An interview may be required. Re-admittance is not guaranteed.

All inquiries regarding qualifications to join the Honors Program should be directed to the Honors Program Director.

Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) is committed to offering higher education opportunities to New York state high school graduates and GED holders who do not normally meet admission criteria but have the potential for success at Keuka College.

HEOP students at Keuka College receive academic and financial assistance that will allow them to successfully earn an undergraduate degree. Sponsored jointly by the New York State Education Department (NYSED) and Keuka College, HEOP will offer comprehensive academic support services and full-need financial aid packaging.

In addition to meeting the Universal Admission Requirements, those interested in HEOP must meet the following criteria:

1. Be a full-time resident of New York state whose household income meets the established annual guidelines.
2. First-time students must have a minimum secondary school GPA of 73-81%.
3. Applicants who attend a New York state-designated High Needs/Resource Capacity school district may still be eligible if their GPA exceeds 81%.
4. Applicants who wish to transfer from an eligible opportunity program at another college or university must have a minimum cumulative GPA of 2.0. To be considered, transfer applicants must be currently enrolled in an eligible opportunity program at a prior institution.
5. Complete an in-person or virtual interview.
6. Participate in the Keuka College Summer Academy, a four-week, pre-college program.

Additional information may be required upon request.

HEOP Economic Guidelines for 2025-26.

Academic Program Specific Application Requirements

B.S., Nursing

First-Time Nursing Applicants

1. Minimum cumulative GPA of 80%
2. Minimum of 80% average final score for all math and science courses

Transfer Nursing Applicants

1. Minimum cumulative GPA of 3.0 on a 4.0 scale
2. Minimum of 3.0 average in all college-level math and science coursework
3. All science courses must have been completed within five years of application

The Division Chair of Nursing will review the student's application after transcripts have been submitted to determine placement within the program.

RN to B.S., Nursing (Post-Licensure) Applicants

1. Minimum cumulative college GPA of 2.5 on a 4.0 scale
2. Minimum grade of "C" in math and science college coursework
3. Proof of conferred associate degree or diploma leading to Registered Nurse (RN) license
4. Proof of a current and unencumbered Registered Nurse license

RN to BS applicants may only begin in the RN to BSN curriculum if they have completed the equivalent of ENG-110, BIO-203, BIO-204 and BIO-207. Applicants requiring additional liberal arts/sciences credits may take these at Keuka College prior to beginning the RN to BSN curriculum.

B.S., Health Sciences

First-Time Health Sciences Applicants

1. Minimum cumulative GPA of 80%
2. Minimum of 80% average final score for all math and science courses

Transfer Health Sciences Applicants

1. Minimum cumulative college GPA of 3.0 on a 4.0 scale
2. Minimum of 3.0 average in all college-level math and science coursework

The Division Chair of Applied Health and Wellness (AHW) or their designee will review the student's application after transcripts have been submitted to determine placement within the program.

B.S., Occupational Science / M.S., Occupational Therapy

First-Time Applicants

1. Minimum cumulative GPA of 80%
2. Minimum of 80% average final score for all math and science courses

Transfer Applicants

1. Minimum cumulative college GPA of 3.0 on a 4.0 scale
2. Minimum of 3.0 average in all college-level math and science coursework

The Division Chair of Applied Health and Wellness (AHW) or their designee will review the student's application after transcripts have been submitted to determine placement within the program.

M.S., Literacy

1. Minimum cumulative GPA of 3.0 on a 4.0 scale or GPA waiver from the Program Director
2. Proof of a bachelor's degree from a registered undergraduate teacher education program
3. Personal/professional goals statement or waiver from the Program Director
4. Two letters of recommendation or waiver from the Program Director

Note: Program Director waivers are normally granted only to those who graduated from a Keuka College teacher education program within the last two years.

M.S.,Leadership

1. Minimum cumulative GPA of 3.0 on a 4.0 scale or GPA waiver from the Program Director
2. Proof of a bachelor's degree in any discipline from an accredited institution
3. One letter of recommendation or waiver from the Program Director

Note: Program Director waivers are normally granted only to those who graduated from a Keuka College business program within the last two years.

M.S., Nursing (Adult Gerontology Primary Care Nurse Practitioner)

1. Minimum cumulative GPA of 3.0 on a 4.0 scale
2. Proof of a bachelor's degree in nursing from an accredited institution
3. Proof of an unencumbered NYS Registered Nurse license
4. Two written or verbal clinical recommendations
5. Current resume
6. 300-500 word essay
7. Interview with a member of the graduate nursing faculty

M.S.W., Social Work

A minimum cumulative college GPA of 2.75 on a 4.0 scale

1. Proof of a bachelor's degree from an accredited institution
2. Two letters of recommendation or waiver from the Program Director
3. Current resume or waiver from the Program Director
4. A 300-500 word essay or waiver from the Program Director

Note: Program Director waivers are normally granted only to those who graduated from a Keuka College Social Work program within the last two years.

Advanced Standing Option

Applicants who have earned a bachelor's degree in social work from an accredited institution may be eligible for Advanced Standing in the M.S.W. program.

For consideration for Advanced Standing, applicants must have:

1. Grades of "B" or better are required in all undergraduate Social Work courses
2. A minimum cumulative GPA of 3.0 on a 4.0 scale

Applicants for Advanced Standing must submit all of the M.S.W., Social Work requirements plus their final BSW Field Practicum Evaluation (or mid-term evaluation if practicum is currently in progress at the time of application).

Candidates with one "C" in a Social Work course may be considered at the discretion of the admissions committee.

Post-Master's Certificate, Nursing (Adult Gerontology Primary Care Nurse Practitioner)

1. Minimum cumulative GPA of 3.0 on a 4.0 scale
2. Proof of a master's degree in nursing from an accredited institution
3. Proof of an unencumbered NYS Registered Nurse license
4. Two written or verbal clinical recommendations
5. Current resume
6. 300-500 word essay
7. Interview with a member of the graduate nursing faculty

Transfer-Only Programs

The following programs are available only to those applicants who meet the definition of transfer students (p. 12).

- Online B.S., Management
- Online B.S., Social Work
- B.S., Nursing for RNs

Please Note: Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students with such situation(s) should consult the state's certification board and the program coordinator before submitting an application for admission.

Non-Matriculated Admission

Matriculated students are defined as degree-seeking individuals wishing to obtain an academic credential.

Non-matriculated students are non-degree seeking but wish to broaden their knowledge in a particular area. Keuka College is happy to serve these continuing education students.

Non-Matriculated Application Requirements and Policies

- May register for a maximum of six credits during a regular semester (if space permits).
- Must pay a deposit for enrollment.
- May accumulate a maximum of 12 credits before matriculating into a degree-seeking program.
- Must fill out a Non-Matriculated Student form found on the Office of Records and Registration website.
- Are not eligible for financial aid, health services, counseling services, or the use of special facilities.

Enrollment is not guaranteed. Space in classes is prioritized for degree-seeking students. If enrollment cannot be granted or the course requested is not available, the applicant will be notified and will have the opportunity to request enrollment in another course. Students who wish to matriculate into a degree-seeking program are encouraged to contact the Admissions Office or apply at keuka.edu/apply.

Readmission of Former Students

Former Keuka College students who have voluntarily and officially withdrawn from the College are eligible to apply for readmission. All applications will be reviewed by the Keuka College Office of Admissions as well as the Office of Records and Registration, the Academic Division, and/or the Office of Community Standards and Student Intervention. Students that are returning from Temporary or Medical Leave (p. 87) do not need to reapply. They must contact the Office of Records and Registration to discuss registration and re-enrollment.

Former students who have been dismissed for academic or disciplinary reasons, or who have been involuntarily withdrawn, must reapply. Please see the section on Academic Reinstatement to the College (p. 92) for application guidelines.

Readmitted students are bound by the requirements of the most current academic catalog. Keuka College is not obligated to teach courses or programs that have been discontinued. Students wishing to change their major upon their return will be evaluated on a case-by-case basis and should consult with the Office of Records and Registration. Each academic program reserves the right to issue an academic contract to a returning student as a term of their readmission. Additionally, each academic program reserves the right to deny re-entry into their program if the student does not meet program requirements.

All students who wish to return to Keuka College must fill out the proper paperwork and have all account holds lifted in order to be considered for readmission. Students who have active account holds may contact the Office of Admissions for further information, at admissions@keuka.edu.

Graduate Readmission Policy

Former Keuka College graduate students who have voluntarily and officially withdrawn from the College are eligible to apply for readmission. Students that are returning from a Temporary or Medical Leave (p. 87) do not need to reapply but must follow applicable policies for return. They must contact the Office of Records and Registration to discuss registration and re-enrollment in the proper sequence of prior coursework. Students will be subject to the policies and requirements in effect at the time of readmission; courses older than four years will not apply to degree requirements unless approved by the academic program's division. There are also more restrictive requirements for readmission related to clinical courses and practica; see section below.

Former Keuka College graduate students who have been dismissed for academic or disciplinary reasons, or who have been involuntarily withdrawn, must reapply following the guidelines below under "Graduate Student Academic and Disciplinary Reinstatement to the College." Students who have an expulsion on their record from Keuka College will not be readmitted.

Clinical and Practica Requirements for Readmission

Some of Keuka College's graduate programs are licensure programs and include clinical components which must be up-to-date per accreditation and external examination requirements. If more than two years have elapsed since a student's last enrollment at Keuka College, they may be required to repeat this coursework as specified by the Academic Division in consultation with the Provost's Office.

Nursing Clinical Courses: Nursing Graduate Programs: Performance failure of a clinical course, including OSCE failure, resulting in program dismissal will automatically disqualify a student from readmission to the program. Academic failure only may be considered for re-admission at the discretion of the Nursing Program Director in consultation with Nursing Program Faculty.

Fresh Start Program

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. The following conditions apply:

- At least three years must have elapsed since the last date of attendance at Keuka College.

- The student must submit a request in writing to the Office of Records and Registration prior to re-enrolling at Keuka College. The letter must present a thoughtful educational plan that includes specific academic and career goals and strategies for achieving them. In addition, the student should discuss and provide evidence of having achieved all the following conditions that apply to their individual situation:
  - Coursework completed with a grade of C or higher at another accredited institution of higher education
  - Intellectual development and academic preparedness through means other than traditional, credit-bearing academic courses, such as private tutoring, remedial course work, academic skills workshops, work experience, etc.
  - Maturity, responsibility, personal growth, and development through work, community service, family care giving, or other means
  - Having sought and received personal and/or academic testing and/or counseling
  - Changes in personal circumstances that adversely affected prior performance

The student's request will then be presented to the designee in the Provost's Office, who will approve/deny it. Should Academic "Fresh Start" be approved, the student will start with a "clean slate" GPA of null. The student's prior academic grades will not be considered in the calculation of the grade point average earned after the Fresh Start re-entry date. All prior course work and grades will remain visible as part of the student's official Keuka College transcript. Students may not choose to keep some courses calculated within the GPA while excluding others. If an Academic "Fresh Start" is granted, all prior coursework will be removed from the student's cumulative GPA.

If granted, the date of Academic "Fresh Start" will be entered on the student's transcript. Students are cautioned that when considering applications for admissions, many graduate and professional schools will compute the undergraduate grade point average of all hours attempted.

The Academic "Fresh Start" policy does not affect accumulated financial aid history. All semesters of enrollment count toward accumulated semester and financial award limits.

The Academic "Fresh Start" can be granted only once per student.

Transfer Credit Evaluation Process and Policies

Undergraduate Transfer Policies and Procedures

Undergraduate students who have completed course work from regionally accredited post-secondary US institutions can be considered for transfer credit as follows:

- A maximum of 90 transfer credits can be transferred, if accepted. Acceptable non-traditional transfer credit is included in the 90-credit maximum for transfer credit.
- Transfer credit is accepted for courses that are completed with a grade of "C" or higher (see below for exceptions for students holding an associate and/or bachelor's degree). Some courses at Keuka College require a minimum grade to be achieved to fulfill the course or program requirement. If through transfer credit the student does not meet the minimum grade requirement, the student would have to repeat the course to meet the prerequisite.
- Transfer credits for courses taken more than five years prior to a student's enrollment will be evaluated on a case-by-case basis. Students who have credit that is more than 5 years old may have to repeat those courses at the discretion of the division and/or Office of Records and Registration. Acceptance of nursing clinical coursework may be limited to a period of time less than five (5) years and will be reviewed by the division.
- Grades of P, S, and CR earned in credit-bearing courses are normally not accepted unless the course is internship or experiential learning based. However, this policy may be relaxed for students transferring in credit during pandemic-impacted semesters.
- Grades earned through transfer credit are not included in the calculation of a student's Keuka College grade point average (GPA).
- Transfer credits for courses taken more than five years prior to a student's enrollment will be evaluated on a case-by-case basis. Students who have credit that is more than 5 years old may have to repeat those courses at the discretion of the division and/or Office of Records and Registration. Acceptance of nursing clinical coursework may be limited to a period of time less than five (5) years and will be reviewed by the division.

- If a student has taken the same course multiple times at a single institution, they will only receive credit once, unless, by definition, the course is able to be repeated for credit.
- Credit from foreign institutions require an equivalency evaluation by a reputable evaluation service such as World Education Service (WES) or Educational Credential Evaluators (ECE).
- Current Keuka College students who wish to take courses at another institution to fulfill degree or graduation requirements must obtain prior approval to do so.

Transfer Policies and General Education Compass Curriculum Requirements for Transfer Students

Keuka College recognizes that transfer students have had the opportunity to demonstrate a similar breadth of knowledge and experience in the arts and sciences through their prior post-secondary coursework. To facilitate for more seamless transfer opportunities, the following policies apply to students admitted as transfer students:

Students Holding Previously Earned AA, AS, and/or Bachelor's Degrees

Students seeking an undergraduate degree at Keuka College with a previously earned AA, AS, and/or bachelor's degree from other accredited institutions are considered to have met Keuka College's requirements for the general education Compass Curriculum. Students are still required to satisfy all graduation requirements including remaining prerequisite courses and major requirements.

Students who have earned an AA, AS, and/or bachelor's degree will have credits granted for grades of "D-" or higher from the institution that awarded the degree. If a student is transferring credit from multiple institutions and has an AA, AS, and/or bachelor's degree, grades of "D-" or higher will only be accepted from the institution that awarded the degree. Some courses at Keuka College require a minimum grade to be achieved to fulfill the course or program requirement. If a student does not meet the minimum grade requirement for a specific Keuka College course but meets the minimum grade for the course to transfer, the course will be brought in as elective credit and the student will need to retake the specific program requirement at Keuka College to meet the minimum grade requirement.

Transfer Students Without Previously Earned AA, AS, or Bachelor's Degrees

Transfer students who do not have completed degrees or have completed degrees outside of AA, AS, and/or bachelor's degrees are required to complete the Transfer General Education Comp requirements as indicated by their catalog year. Students with earned AAS degrees whose transcript documents a minimum of 30 liberal arts credits in an appropriate variety of disciplines will have their requirements waived after transcript review. Keuka College does not generally accept external courses as transfer credit towards KC-designated courses (i.e., KC-102, KC-201, or KC-301).

Transfer Articulation Agreements

To encourage and facilitate the transfer of qualified students from regional community colleges, Keuka College maintains several comprehensive, generic transfer articulation agreements. For more details on our current articulation agreements, please see the Office of Records and Registration website or contact the office at registrar@keuka.edu.

Keuka College also maintains graduate partnerships with other institutions. These agreements are program specific. Students are encouraged to contact the Chair of their Division early in their academic career to discuss options.

Graduate Transfer Policies and Procedures

Graduate students who have completed course work regionally accredited post-secondary U.S. institutions can be considered for graduate transfer credit as follows:

- A maximum of 9 credits may be transferred towards a student's graduate degree requirements so long as the transfer credits do not conflict with the minimum institutional credit requirement for graduate degrees (27 credits).
- All transfer credit is to be reviewed by the academic division to which the student is applying.
- Courses presented must be appropriate to the student's graduate program.
- Courses presented must be graduate-level courses.

- Graduate courses completed while the student was in undergraduate status shall be eligible for transfer only upon receipt of documentation from the institution certifying that such course work was not used to fulfill undergraduate degree requirements at that institution.
- Courses presented must be completed with grades of B or higher.
- Transfer credits for courses taken more than five years prior to a student's enrollment will be evaluated on a case-by-case basis. Students who have credit that is more than 5 years old may have to repeat those courses at the discretion of the division and/or Office of Records and Registration.
- Credit from foreign institutions requires an equivalency evaluation by a reputable evaluation service such as World Education Service (WES) or Educational Credential Evaluators (ECE).
- Current Keuka College students who wish to take courses at another institution must obtain prior approval to do so.

Alternate Means of Earning College Credit

Purpose

Keuka College recognizes the value of its students' prior learning experiences and acknowledges the student's right to clear and concise information on how prior learning assessment credits and standardized examination credit might help them meet their educational goals. The Alternate Means of Earning College Credit policy defines principles, criteria, and guidelines to assist in validating learning achieved in non-traditional educational environments.

Types of Credit Accepted

- Advanced Placement (AP) Program of the College Board
- International Baccalaureate Examinations (IB)
- Credit for Prior Learning (see process below)
- College Level Examinations Program (CLEP) offered by the College Board
- Excelsior College Examinations (ECEs)
- Dantes Subject Standardized Tests (DSST)
- Joint Services Transcript (JST)

For college-level standardized examinations (e.g: AP, IB and CLEP), credit will be applied once official documentation has been received by the Office of Records and Registration. Minimum scores have been determined for each examination for transfer of credit. Exam scores that do not meet the minimum grade requirement may not be accepted. For more information on the scores that will be accepted as transfer credit, please contact the Office of Records and Registration.

In combination with transfer credits, prior learning assessment credits and standardized examination credit may not exceed 90 credits.

Credit for Prior Learning Policy and Procedures

Keuka College recognizes that college-level learning may occur through unstructured educational opportunities such as professional work, military service, extensive travel, volunteer opportunities, or through independent scholarship, and that college credit may be awarded for that knowledge. To recognize students' diverse learning experiences, Keuka College accepts Credit for Prior Learning submissions to be evaluated for college credit, including Field Period®.

The following requirements must be considered prior to submitting or approving a Credit for Prior Learning request:

- Keuka College undergraduate students may request Credit for Prior Learning. Graduated students are not eligible to apply for Credit for Prior Learning.
- Professionally accredited programs may not be able to accept Credit for Prior Learning for major requirements or prerequisite courses. Students in professionally accredited programs should speak with the relevant Division Chair about their options.
- Credit for Prior Learning will not be awarded for high-school coursework with the exception of College approved articulation agreements.
- Students may not apply for course credit for a course they have previously failed, are currently enrolled in, or have already completed.
- The successful candidate will be awarded academic credit. The credit will be considered transfer credit and will not influence the student's GPA.
- Requests for Credit for Prior Learning will not be accepted for graduate-level courses.

The general process for requesting Credit for Prior Learning is as follows:

Initial Consultation: Students must consult with the Provost's Office. The Provost's Office will consult with relevant advisor and Division Chair as necessary. Credit for Prior Learning is a means of earning credit for a given course or for Field Period. Not all courses may be considered for Credit for Prior Learning (see above). The experience must be substantial enough to equate to the credit hours and learning outcomes of the requested course.

Credit for Prior Learning Request Form and Submission Form: Once given preliminary approval for the Credit for Prior Learning Request Form will be filled out by the student. Each Field Period or course equivalency to be considered for Credit for Prior Learning must be submitted separately. The form includes fields to describe the experience, how the student considers it equates for credit, and the evidence the student plans to submit. The form is reviewed and approved by relevant personnel, and the Associate Provost. Revisions may be requested. Once approved, the form serves as a contract and will be assigned a due date, typically coinciding with the standard academic terms. Failure to submit documentation by the date will void the Credit for Prior Learning request unless an extension has been granted.

Course Challenge Request Form and Submission: Divisions may allow Course Challenges. Not all courses may be challenged, and a student needs to provide a rationale for their challenge request. If the course challenge is approved the division will determine the appropriate means of assessing student mastery of course learning outcomes, such as writing a final paper or taking a final exam with a specified score or grade required to be awarded credit.

Review Process: Completed submission will be reviewed by relevant personnel and the Associate Provost. Approved submissions will be forwarded to the Office of Records and Registration by the Provost's Office for the credit to be applied to the student's degree audit. Denied applications may be appealed to the Provost or designee based on violation of process.

Divisional Placement Assessment

To ensure that students are enrolled in a class that most clearly fits their skills, experience and needs, the College administers the following placement tests to traditional incoming undergraduate students:

- A self-guided English and Writing assessment (first-year students)
- A Math placement (Natural Science and Mathematics, Health Sciences, Occupational Therapy, Nursing and Adolescent Math Education majors)
- American Sign Language (ASL/AEI and Education with ASL majors only)

Keuka College does not allow students to test out of specific degree requirements using placement tests; rather placement assessments are used for appropriate course scheduling and as a result must be completed one month prior to the start of class. Readmitted students who are missing placement results should contact the Office of Records and Registration for guidance. There is no fee for these assessments, and no academic credit is awarded. Information on placement exams can be found within the New Student Portal.

Campus Visits

Prospective students are encouraged to visit Keuka College and meet with an admissions counselor, current students, faculty, coaches, and financial aid specialists. 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, 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, register online or call us at 1-800-33-KEUKA (1-800-335- 3852). You can also view our virtual tour online.

Additional Information

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

Office of Admissions
Keuka College
141 Central Avenue
Keuka Park, NY 14478-9147

or by calling: 1-800-33-KEUKA (1-800-335-3852)

or by e-mail: admissions@keuka.edu

2025-2026 College Costs

New Student Enrollment Deposit Fees:

First-time, Transfer, and Graduate students	$200.00
HEOP Students	$50.00

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

Tuition

Undergraduate Traditional Full-Time:

Tuition (12-18 credit hours)	$19,646.00 per semester
Overload	$1,312.00 per credit over 18 credit hours

Undergraduate Traditional Part-Time:

Tuition (1-11 credit hours)	$1,312.00 per credit hour

Online Undergraduate Programs:

Tuition*	$556.00 per credit hour

**Rate for undergraduate Non-Matriculated students, online students paying per credit hour, and traditional students taking online courses in the January and Summer terms. Students in Online programs are not charged an overload fee when they exceed 18 credit hours per semester.*

Graduate Programs:

Master's in Occupational Therapy	$1,254.00 per credit hour
Master's in Literacy	$826.00 per credit hour
Master's in Management On-Campus	$802.00 per credit hour
Master's in Management Online	$802.00 per credit hour
Master's in Social Work	$846.00 per credit hour
Nurse Practitioner (Master's and Certificate)	$1052.00 per credit hour

Other Tuition Costs:

Course Audit Tuition (if space permits)	$510.00 per credit hour
Course Audit Tuition Senior Citizen 65+ (if space permits)	$105.00 per course

Room and Board

Room

LOCATION	LEVEL	SEMESTER	YEAR
Space, Blyley, and Davis Halls	Undergraduate	$3521.00	$7042.00
Saunders Hall	Undergraduate	$3626.00	$7252.00
Ball and Harrington Halls	Undergraduate	$3696.00	$7392.00
Keuka Park Apartments	Undergraduate	$5321.00	$10642.00
Strong Apartments	Undergraduate	$6046.00	$12092.00

Keuka College is a residential college and requires all undergraduate students to live on campus. For more information on room and board exemption criteria, please visit the Student Handbook.

Student rooms are periodically inspected, and charges for damages appear on a student's final bill at the end of the term.

Board

TYPE	LEVEL	MEAL PLAN	SEMESTER	YEAR
Residential	Undergraduate	Green and Gold	$3588.00	$7176.00
Residential	Undergraduate	Oak 19	$3588.00	$7176.00
Residential	Undergraduate	Acorn	$3588.00	$7176.00
Residential	Undergraduate	Lakeside 10 (Apartments)	$1947.00	$3894.00
Residential	Graduate	MSM 10 (Apartments)	$2,336.00	$4,672.00
Residential	Either	Wolf Bucks (increments of $50 can be added to any of above)	$50 - $200	N/A
Commuter	Undergraduate	Wolf Pride 30	$338.00	$676.00
Commuter	Undergraduate	Wolf Pride 50	$560.00	$1120.00

Students may change their meal plan selection during the add/drop period noted in the Academic Calendar. For more information on Meal Plans, please visit the AVI website .

Other Room Rates

OCCUPANCY	COST
Single Upgrade	double rate + $1,140.00 per year
Break Housing (housing only)	$35.00 per night

Room Upgrade Rates

OCCUPANCY	Space, Blyley, Saunders, Davis	Ball and Harrington	Strong/Keuka Apartments
Double to Single	$1,860.00 per person per year	$1,970.00 per person per year	$2,280.00 per person per year
Triple to Double	N/A	$1,550.00 per person per year	N/A
Quad to Triple	N/A	$1,240.00 per person per year	$1,660.00 per person per year

Students who reside in an under-occupied room will incur the above charges.

Fees

Annual Fees

FEE	CLASS LEVEL	RESIDENT	COMMUTER
Traditional Comprehensive Fee	Undergraduate	$1614.00	$1144.00
Online Program Comprehensive Fee	Undergraduate/Graduate	$600.00	$600.00
Traditional Comprehensive Fee	Graduate	$1176.00	$1176.00
Parking Permit	Undergraduate/Graduate	$170.00	$170.00

One-Time Fees

FEE	CLASS LEVEL	COST
Traditional On-Campus NSO Fee	Undergraduate	$430.00
On-Campus MSW Placement Fee	Graduate	$75.00

Course Fees

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

COURSE	FEE
AEI-485 Interpreting Internship	$365.00
SWK-629 Leap Fee	$104.00
SWK-689 Leap Fee	$146.00
OCC-460 Integration Lab Across the Lifespan	$100.00
Natural Science Lab Fee	$60.00 for all lab courses
Individualized Instruction fee (surcharge per course)	$510.00 per course
Independent Study fee (surcharge per course)	$510.00 per course

Miscellaneous Fees

FEE	COST
Student ID Card Replacement	$20 (first replacement, $50 thereafter)
Return Check Fee	$50.00
Undergraduate Medical Insurance*	$2585.00
Graduate Medical Insurance*	TBD
Official Transcript	Please see getmytranscript.com

*Student Medical Insurance is mandatory unless a waiver form is filled out online at www.haylor.com/college/keuka-college by the end of the add/drop period.

Course fees may be waived or refunded if the course is dropped within the drop/add period as specified by the academic calendar.

Please note that some programs may have additional costs associated with them. These costs are not billed through the College and are the responsibility of the student.

Payment Schedule

Keuka College is proud of its efforts to help make education affordable for all students. With Keuka College's assistance, the options available to students and their families to finance all or part of their education 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 must pay the balance due on their billing statement in full or make other acceptable payment arrangements with the College's Student Accounts Office no later than August 1 for fall semester, and January 15 for spring semester. Students who have not made payment arrangements prior to the billing statement due date will be unenrolled from the College prior to the first day of classes.

Students can view and pay their bill online in KC Self-Service. 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 Financial Aid Office 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 add/drop period.

If a student leaves the College with an unpaid balance, payment arrangements must be made with the Student Accounts Office prior to the student's withdrawal. If the student fails to pay the College in accordance with the agreed upon payment plan and if Keuka College engages the service of a collection agency or takes legal action for any account balance, the student will be liable and shall pay the fees of any collection agency, which may be based on a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, incurred in attempting to collect the outstanding debt.

Invoices are mailed at the beginning of each semester to the student's permanent address on file. 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. Students are responsible for ensuring their permanent address is current in KC Self-Service.

The College reserves the right to disallow class attendance and/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 (comprehensive fees, health insurance, course fees, 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 Nelnet. Information on the payment plans are available through the Student Accounts Office.

Policy on Adjustment of Charges

Keuka College's policy on adjustment of charges goes into effect for a student who withdraws, drops out, takes an approved leave of absence of any type, or fails to complete coursework on or after the first day of classes of the enrollment period for which the student was charged.

A withdrawal is considered effective on the last date of academic attendance. 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/academic activity, as determined by the Office of Records and Registration.

Non-Attendance does not constitute an official withdrawal from the College or from individual courses. The withdrawal and leave of absence processes are initiated by the student completing the appropriate forms available from the Office of Records and Registration.

Students who withdraw from the college are entitled to a proration of tuition and fees, and room and board if applicable in accordance with the following schedule:

15 Weeks of Instruction:

Withdrawal Date	**Financial Responsibility**
Week 1	0%
Week 2	0%
Week 3	30%
Week 4	50%
Week 5	80%
Week 6	80%
Week 7	100%
Week 8	100%
Week 9	100%
Week 10	100%
Week 11	100%
Week 12	100%
Week 13	100%
Week 14	100%
Week 15	100%

7 Weeks of Instruction:

Withdrawal Date	Financial Responsibility
Week 1	0%
Week 2	50%
Week 3	75%
Week 4	100%
Week 5	100%
Week 6	100%
Week 7	100%

4 Weeks of Instruction:

Withdrawal Date	Financial Responsibility
Week 1	0%
Week 2	100%
Week 3	100%
Week 4	100%

Non-refundable Fees:

NSO Fee

Parking Fee

Title IV Financial Aid Refund Calculation

A statutory schedule is used to determine the amount of Title IV funds a student has earned as of the date the student 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. After the 60 percent point in the payment period or period of enrollment, a student has earned 100 percent of the Title IV funds that they are eligible to receive.

Keuka College reserves the right to pro-rate and refund tuition, room, and meal plans as appropriate in the event of a natural disaster. Should a natural disaster force a change in instruction delivery, the College reserves the right to reallocate tuition and related costs toward educational expenses associated with addressing these instructional needs.

Financial Assistance

The underlying philosophy of financial assistance is that no student should be denied access to a college education solely based on 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 College.

Keuka College participates in several federal, state, and institutional financial aid programs.

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 offered on a non-discriminatory basis to full-time traditional undergraduate students residing in the residence halls and utilizing the meal plan.
2. SCHOLARSHIPS - These are also gifts of aid offered 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. These scholarships are offered to full-time traditional undergraduate students residing in the residence halls and utilizing the meal plan.
3. EMPLOYMENT - Employment is available within the College to help students with their educational expenses.
4. LOANS - Federal loans are offered 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. Applications can be found on studentaid.gov.
2. New York State Tuition Assistance Application (generated from the FAFSA for NYS residents). Applications can be found on hesc.ny.gov.

These applications are available online and should be filled out for each academic year. These forms should be filed with the appropriate parties as soon as possible.

The FAFSA is processed by the FAFSA Processing System. Once eligibility is determined, students can view their financial aid offer in KC Self-Service. Keuka College reserves the right to refuse the processing of any financial aid once the academic year has closed.

Major Financial Assistance Sources

The following are the known sources of financial aid available to students who enroll at Keuka College.

Federal Programs

Following is a list of federal financial assistance programs for which students enrolled at Keuka College may qualify. Students apply for financial aid by submitting a Free Application for Federal Student Aid (FAFSA). Aid from most of the federal programs described herein is offered based on “financial need.” When a student completes the FAFSA, the information reported is used in a formula (established by the U.S. Congress) that calculates a Student Aid Index (SAI). The SAI 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’) funds are credited to the student’s account. Additional information and criteria specific to each federal program are listed here.

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. Funds provided by the federal government are extremely limited.

Application: Free Application for Federal Student Aid (FAFSA).

Teacher Education Assistance for College and Higher Education Grant (TEACH)

Available to 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. Recipients must agree to serve or repay the grant as if it were an unsubsidized, direct loan.

Application: Free Application for Federal Student Aid (FAFSA).

Federal College Work Study

This federally sponsored, need-based employment opportunity is for undergraduate students enrolled at least half-time. Students are paid (minimum wage) bi-weekly for hours worked. Students have an opportunity to work on campus. There is no guarantee they will be able to earn their entire work study amount.

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.

Application: Free Application for Federal Student Aid (FAFSA).

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 for loans disbursed. The federal government pays interest while the student is in school and until repayment begins. The loan proceeds will be sent to Keuka College in two payments by Electronic Funds Transfer (EFT). Origination fees will 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).

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 for loans disbursed (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.

Additional Federal Direct Unsubsidized Loan for Dependent Students

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. Origination fees will be deducted proportionately from each disbursement.

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, the interest rate is fixed. 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 insurance fees will 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, the interest rate is fixed. Repayment begins immediately after the final disbursement; however, loan may be deferred while the borrower is enrolled in school at least half-time. Origination fees will be deducted proportionately from each disbursement.

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 a Certificate of Eligibility 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.

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 are paid proportionately by term. Students should refer to www.va.gov for more information about this program.

VA Pending Payment Compliance

In accordance with Title 38 U.S. Code 3679 subsection (e), Keuka College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Keuka College will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

To qualify for this provision, such students will be required to produce their certificate of eligibility by the first day of class.

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.

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. Offers are available for two-, four-, or five-year programs.

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.

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.

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.

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 theater or combat zone of operations. Children, spouses, and financial dependents of armed forces member may also be eligible. The 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.

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. The student must meet the same criteria as Child of Veteran award and submit supporting documentation. The 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.

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.acces.nysed.gov/vr.

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. Keuka College grants/scholarships are only available for your first four years of undergraduate study (maximum of 8 semesters). All Keuka College scholarships are for traditional undergraduate admissions and based on full-time status. There is a 20% reduction in scholarships and grants if students forgo the residency requirement and are labeled as commuter students. Keuka College grants/scholarships are awarded based on the eligibility criteria met at the time of admission and do not change from year to year. Eligibility criteria is based on the time of admission and are not recalculated after matriculation.

Board of Trustees Scholarship

Offered to high school seniors, this is a competitive scholarship program based on academic achievement. Recipients are typically higher than 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, reside in on-campus housing, and be on the College meal plan for renewal. Scholarship is not based on financial need. New students will need a 4.0 grade point average to be eligible.

President's 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, continues to reside in on-campus housing, and remains on the College meal plan. Scholarship is not based on financial need. New students will need a 3.5-3.9 grade point average to be eligible.

Dean's Scholarship

Offered to high school seniors who have a grade point average of 3.0-3.4. Scholarships are renewable for up to four years of undergraduate study as long as the student maintains full-time status, satisfactory academic progress, continues to reside in on-campus housing, and remains on the College meal plan.

Green & Gold Scholars Award

Offered to high school seniors who have a grade point average of 2.5-2.9. Scholarships are renewable for up to four years of undergraduate study as long as the student maintains full-time status, satisfactory academic progress, continues to reside in on-campus housing, and remains on the College meal plan.

Keuka College 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.ny.gov 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 for an academic year.

Keuka College Family Award Legacy

Scholarships awarded to students who have immediate family that is an alum or is currently attending. Renewable for up to four years of undergraduate study. Recipients must be full time, maintain satisfactory academic progress.

Keuka College Urban League of Rochester Scholarship

Five scholarships 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 and remain in full-time status to continue to receive the full amount of the scholarship each year.

Phi Theta Kappa Scholarship

An academic scholarship for traditional undergraduate transfer students. 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.

Tuition Benefits – Tuition Exchange/Tuition Remission

These benefits are offered to eligible employees and their families. Please contact Human Resources and/or Financial Aid 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 offered 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 1946 Field Period Scholarship
Class of 1947 Scholarship
Class of 1951 Memorial Endowment
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 1962 Scholarship
Class of 1967 Field Period Scholarship
Class of 1979 Field Period Scholarship
Elizabeth Coker ’30 Scholarship
Luella Walker Corbit ’37 Scholarship
Louise Stryker Davis ’34 Scholarship
William and Virginia Davison Family Scholarship
Dodd/Lyon Scholarship
Judge Frederick Dugan 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
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
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
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 and Betty Watson Wallis Scholarship
Michael Weiss Field Period Scholarship
Jean Maxine Whittemore ’35 Scholarship
Michael A. Wiley ’00 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:

a) be a United States citizen or eligible non-citizen,
b) be enrolled in an approved program of study,
c) not be in default on any federal education loan,
d) not owe a refund on any federal grant,
e) use all funds received SOLELY for educational costs attributed to a student’s attendance at Keuka College, and
f) 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 and a Master Promissory Note before loan proceeds may be credited to the account.

5. If a student is transferring to Keuka College, 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, funds will not be disbursed until this process has been completed. Keuka College reserves the right to refuse processing of any aide for a prior year once the academic year has ended which is the end of the business day on the last scheduled day of final exams.
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 College.
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. If a student is receiving financial aid (other than campus employment) that exceeds the costs reflected on the student account in each semester, the student may be entitled to a refund. Keuka College does not process requests for refunds until the drop/add period has concluded.
10. If a student is receiving financial aid that is not reflected in the offer, it is the student's responsibility to notify the Financial Aid Office immediately. Federal regulations require Keuka College to consider all resources available to a student. The financial aid eligibility will be recalculated accordingly.
11. Student financial aid is offered 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. Keuka College reserves the right to refuse processing for any funds once the student's enrollment has ended.
12. If the student's and/or 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.
13. 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 College assumes no responsibility to provide alternative funding.
14. Federal Title IV aid and state financial aid regulations mandate that federal and state aid cannot be awarded for courses that do not count toward a student's academic program (degree-applicable courses). Courses that are not degree-applicable cannot help the student reach full-time status.
15. Financial aid will not cover course repeats if the student successfully completed the course with a grade of "C" or better.
16. Financial aid will not cover a third attempt of any course.
17. Courses without billing credits are not considered to be aid eligible and cannot count towards full-time status.

18. Keuka College is required to disclose to students or parents of students who enter into an agreement regarding a Title IV, federal direct loan that the loan will be submitted to NSLDS and accessible by authorized guarantee agencies, lenders, and institutions [HEOA Sec. 489 amended HEA Sec. 485B(d)(4) (20 U.S.C. 1092b) v]. Borrowers may review their NSLDS history and information at any time at www.nslds.ed.gov or www.studentaid.gov.

Financial Aid Requirements

Federal and Institutional Aid Requirements

Students receiving federal, state, and/or Keuka College aid must maintain satisfactory academic progress as defined in the College Record (p. 90).

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 Provost or designee to continue enrollment.

Students who have been suspended must reapply and follow the guidance provided under the Suspension Appeal Process (p. 92).

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. 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.

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).

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 above 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 (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:

Academic Progress

Satisfactory academic progress includes:

1. GPA, or required cumulative (overall) minimum Grade Point Average
2. Pace, or required cumulative (overall) completion rate, computed by dividing total Units Completed by Total Units Attempted
3. Timeframe, or maximum time allowed a student to reach their educational objective, set at 150% of program length.

GPA

Undergraduate students are required to have a 2.0 minimum cumulative GPA. The GPA will include all aided and unaided terms. Students with fewer than 18 units (all prior coursework included) are required to have a 1.75 minimum cumulative GPA.

Pace

Pace is the rate at which a student completes requirements for their educational goal. Pace is calculated by dividing the number of cumulative units completed by the number of cumulative units attempted. A fixed percentage of all cumulative units attempted is required. For 0-17.9 cumulative units attempted, 50% is the minimum needed. For 18+ cumulative units attempted, 66.67% is the minimum needed. All units count as attempted units, whether they were completed with a 'W', were repeated for a better grade, or eliminated from the GPA calculation through the Academic "Fresh Start" policy. As per federal policy, units transferred from schools previously attended count as both units attempted and units completed.

Timeframe

Time frame is used to determine the maximum number of units for which you may remain eligible for financial aid for your Education Goal and Academic Program. Time frame includes transfer units and all unaided terms of attendance.

Program Pursuit (NYS TAP)

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 attempt 6 credits per semester.
2nd year - Must attempt 9 credits per semester.
3rd year - Must attempt 12 credits per semester.
4th year - Must attempt 12 credits per semester.

Attempting a course indicates that the student:

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

- A grade of W does not count as an attempt (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 College Incomplete Form.)

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

Student Development

Student Development works collaboratively with the academic faculty to facilitate and complement the intellectual development of Keuka College students. Student Development staff are committed to creating a campus and residential environment that promotes student interpersonal, developmental, and 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 Development staff help students identify and create opportunities for meaningful, out-of-class involvement and teach them how to learn from these experiences. Staff also assist students with integrating this experiential knowledge with classroom theory. Through these efforts, students are prepared to make dynamic and responsible contributions to society throughout a lifetime of learning.

Traditions

The fall semester kicks off with Academic Convocation where words of wisdom and encouragement are delivered by the current professor of the year. The incoming class is officially welcomed to Keuka College, where each new student receives a commemorative Keuka College acorn pin.

Green and Gold Celebration Weekend is held in September 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.

Haunted Trail, our very own haunted house/haunted walk through the woods, is held around the Halloween holiday season. This event is hosted on the Assembly North Trail by students and staff.

The winter season convenes with Wolf Madness, an annual pep rally celebrating fall athletic teams and raising excitement for the coming basketball seasons.

Keuka College marks the end of fall semester classes and the start of exams with Late Night Breakfast, where faculty and staff come to the Geiser Dining Commons to cook and serve students.

Spring Weekend is held during one of the last weekends in April and is coordinated by the Office of Campus Life. This is a wonderful weekend of outdoor fun ending with fireworks. The first weekend in May traditionally is a time to celebrate students and their achievements through the Keuka College Expo (KCx) spotlighting students' field period, research and more.

Senior activities and the academic year officially come to a close with baccalaureate and commencement.

The First-Year Experience

The First-Year Experience

The First-Year Experience Program supports and engages first-time and new transfer students as they transition to Keuka College, employing a holistic approach that combines academic and social support across the 8 dimensions of wellness. Faculty, staff, administration, and returning students work together to ensure our new students thrive at Keuka College. Our program encourages active participation in both curricular and co-curricular activities

Key components of the program include:

New Student Orientation (NSO): Before classes begin, new students participate in Wolf Week, a vibrant week-long experience that prioritizes community building, information sharing, and defining campus culture. From hands-on workshops to interactive learning sessions with campus resources, NSO is designed to ease the transition into student life with plenty of fun and meaningful opportunities along the way. In the Spring semester, new students participant in Wolf Weekend, which is a weekend-long orientation program that helps our Spring-start students transition to life on the lake.

First-Year Advising: See section on Academic Advising (p. 81). At Keuka College, we are committed to ensuring students are on track to achieve their academic goals and make the most of their college experience. During NSO, first-year and new transfer students meet their faculty advisors, also referred to as academic advisors. Faculty advisors are in the student's major and/or minor field of study and help students with Field Period, 4-year course planning, Registration and much more. In addition, each first-year student is assigned an academic success coach dedicated to guiding them through their first year. These coaches provide resources for personal and academic challenges, and connect students to campus services.

Peer Mentoring: This program offers one-to-one support for first-year students, starting at New Student Orientation. Orientation leaders and Peer Mentors facilitate connections, provide guidance on navigating college and the community, and engage in intentional outreach throughout the academic year. Our Peer Mentors build strong relationships with new students, fostering student success and personal growth.

Academic Support: At Keuka College, we have a range of academic support, from writing and subject tutoring to supplemental instruction. Advisors, success coaches, and peer mentors actively support students by identifying potential challenges early on. The College employs Slate for Student Success as an early-alert and progress report system, ensuring timely interventions and personalized support.

Specially Designed First Year Courses: KC-101 and College Writing courses help students acclimate to college life and develop essential skills for successful learning.

First-Year Programming: Many exciting opportunities and programs are offered and first-year students are actively encouraged and supported to get involved, join clubs, participate in activities, student government and more.
Transfer and Online Students: Our new on-campus transfer students and new students in our online programs are supported through similar initiatives and programs. All students have access to academic support, programming, and academic advising. On-campus transfer students participate in New Student Orientation, success coaching, peer mentoring, and KC 102 (per Compass Curriculum requirements). Our online students are supported by an Online Student Support Specialist and online orientation and are actively engaged in programming opportunities with remote options.

Campus Life

The Office of Campus Life provides meaningful learning experiences to support the ongoing development of all students at Keuka College in the residence halls and outside of the residence halls.

Leadership Development

Through leadership development opportunities, campus involvement, activities and events, and collaborative efforts, this office engages, educates, and empowers the student community for an immersive co-curricular experience that complements the mission of the College. Campus Life supports recognized student organizations, supports New Student Orientation (Wolf Week), guides the Peer Mentor Program, and facilitates student leadership awards and recognition ceremonies.

Involvement and activities are only limited by the creativity and determination of our students. New clubs and organizations are easily formed by a group of interested members and their faculty/staff advisor. Clubs and Organizations are an integral part of student life. Student Senate, the Office of Student Life partner to support students in the development of special interest groups.

Special Interests 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.

- Active Minds
- American Sign Language
- Art Club
- Association of Future Social Workers
- The Bass Club
- Campus Activities Board (CAB)
- Craft Club
- Chorale/ Band
- Disabilities Awareness at Keuka College (D.A.K.)
- Education Club
- Environmental Keuka Organization (E.K.O.)
- Hi Fro Illusions
- Investment Club
- KC Dance Team
- KC FAN
- Latinx Student Association
- Marketing Club
- Multicultural Students Association (MSA)
- National Association for Mental Illness (NAMI)
- P.R.I.D.E.
- Sociology, Criminology, and Criminal Justice
- Society of Occupational Therapist Association
- Ultimate Frisbee

Residence Halls

Keuka College is committed to an integral and dynamic part of each resident's education. The individual attention and developmental programming available in the residence halls provide residents with a firm foundation for their college experience and their individual maturation.

The residence halls are supervised by Area Coordinators (ACs), Graduate Assistants (GAs), Resident Assistants (RAs), and Community Assistants (CAs). Area Coordinators (ACs) are professional members of the Campus Life staff who live in the campus residence halls and oversee the day-to-day operations of a residence hall or area as well as provide support of campus programming and leadership experiences outside of the residence halls. Graduate Assistants (GA) are paraprofessionals in one of Keuka College's graduate programs. They directly report to the corresponding AC or Director of Campus Life and are another professional resource for both the RAs, CAs, and the residents. ACs and GAs are often responsible for supervising Resident Assistant/Community Assistants staff, maintaining the safety and security of the residence halls, enforcing and upholding college rules and regulations, and providing additional support for residents. RAs/CAs are carefully selected and trained undergraduate students who live on each residence hall floor/area. RAs/CAs are considered student paraprofessional staff and receive extensive training to meet the diverse needs of the resident population. RAs/CAs focus on building community and monitoring the safety, security and regulations of the residence halls.

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

Campus Life staff members provide residents with information, assistance, guidance, and enforce campus 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 consisting of social, cultural, life skills, campus and community engagement, identity development and exploration, recreational, and educational activities. They work in collaboration with Student Development offices and other student groups to develop and implement programs such as movies, community service projects, educational presentations, and social and recreational events. Through these activities, residents 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 College 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 College. Exceptions to this policy are made by the Office of Student Accessibility and under defined criteria, the Office of Campus Life, in accordance with the provisions established by the respective offices.

Residents are provided with many alternate living options from which to choose, including co-educational, gender-neutral community living, special interest housing, and apartments.

Community & Belonging

The Office of Community & Belonging strives to provide students with an inclusive community. The Office encourages personal, social, and academic growth, exemplary citizenship, and retention of students at Keuka College. Areas of focus include:

Intercultural Engagement

Through intercultural engagement, the Office of Community & Belonging promotes education about culture and opportunities to interact across cultures.

Interfaith Engagement

Through interfaith engagement, the Office of Community & Belonging fosters conversations and opportunities that build bridges of understanding between different worldviews, when two or more people with differing religious, secular, and/or spiritual identities, engage with one another.

International Support

The Office of Community & Belonging, in collaboration with campus partners, supports international students who choose Keuka College as a place to pursue their higher education degree, by helping them to navigate the campus and to learn about the greater Rochester area.

Questions or inquiries can be directed to the Director of Community & Belonging.

Athletics and Recreation

Keuka College offers a wide variety of intercollegiate athletic teams and recreational programs. For those with successful prior sports experience and interest, there are varsity teams. For others, there is the opportunity to participate in the recreation program, where both competitive and non-competitive leisure activities are offered.

Intercollegiate Athletics

The intercollegiate teams are members of the NCAA Division III and the Empire 8 Conference. Women's sports include soccer, volleyball, basketball, softball, field hockey, lacrosse, golf, and cross-country. Men’s sports include basketball, lacrosse, soccer, baseball, golf, and cross-country. Co-ed sports include cheerleading and Esports.

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 an Esports arena for competitive and recreational gaming.

Campus Recreation

Campus Recreation offers a variety of programs including:

- Intramural Sports – These are co-recreational, organized leagues and tournaments. Typical programs include indoor soccer, flag football, floor hockey, basketball, volleyball, softball, and lawn game tournaments.
- Adventure Program – The adventure program is highlighted by off-campus excursions, equipment checkout (e.g., bikes, lawn games, camping gear), waterfront activities and boating, and leadership/teambuilding training.
- Club Sports – Competitive non-varsity teams can be developed through the club sports program. Past teams include Dance, Ultimate Frisbee, Fishing, Tennis, and Equestrian.
- Fitness – Access to the College’s fitness areas is managed by Campus Recreation. Events, competitions, and fitness classes are offered throughout the year.

For more information, please reach out to athletics@keuka.edu or visit keukaathletics.com.

Academic Athletic Eligibility Policy

Each student-athlete is required to maintain good standing as defined by Keuka College’s
Academic Standards and NCAA academic policies. Details on meeting *Satisfactory Academic Progress* can be found in the College Record. It should be the goal to never drop below a 2.0 cumulative GPA and complete an annual Field Period®.

Student-athletes are also expected to maintain full time status; actively enrolled in 12 credits per semester (with few exceptions). Dropping below 12 credit hours per semester will classify a student as INELIGIBLE for the season unless the individual is in their final academic semester. Every student-athlete is allotted 10 full time semesters to complete four seasons of varsity competition.

Student-athletes that fail to meet Satisfactory Academic Progress may have restrictions placed on their involvement. For more details, visit Failure to Meet Satisfactory Academic Progress

Students who enter Keuka College from other four-year institutions or from a two-year college must meet the eligibility requirements of the NCAA before they participate in intercollegiate competition. Complete details regarding transfer eligibility are available from the Director of Athletics.

Please see the Director of Athletics if you have any questions regarding your eligibility status.

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, online students, student-athletes, and students-at-large. Elected members serve one-year terms or until a successor is elected and installed. The Student Senate governs social activities on campus, controls financial matters related to the Student Senate allocated budget, and serves as the formal vehicle for gathering student recommendations on the College's policies and plans. The Student Senate has overall responsibility for reviewing and monitoring the activities of all student organizations it has recognized.

Student Employment at Keuka College

Keuka College offers part-time employment opportunities for students enrolled full time. Students are paid bi-weekly for hours worked. Student employment with the College provides the opportunity to connect with the campus community, learn valuable work-related skills, and helps them meet their educational and personal expenses while at Keuka College. A wide range of jobs are available to students each semester.

Students must complete the FAFSA to see if they qualify for a federal work study award. Keuka College also provides other work opportunities on a limited basis. Job opportunities can be found on the Human Resources website (keuka.edu/hr). Please contact the Financial Aid Office for more information on the Federal work study program.

Academic Success Center

The Keuka College Academic Success Center, located in the Lightner Library on the first floor, serves as a learning hub for all Keuka College students. Students have access to staff and a range of free resources, including online resources and limited loaner laptops (application required). The Academic Success Center doubles as a large, open student study space with computers, tables, soft seating, glass whiteboards, and a small conference room. Our staff is co-located in the space and students are encouraged to stop by to talk with Writing Specialists, Tutors, and Academic Success Coaches, who can also connect with students online. There are free books and other tools for your academic success.

The Academic Success Center offers the following services:

Writing and Reading Support

The Center staff and peer tutors work with students in all programs and all courses at any stage of the writing process. In addition, we give students the tools to interpret challenging texts such as scholarly articles. Services can be accessed through in-person meetings, virtual meetings via Zoom or Teams, and written feedback on student papers. To submit a paper or make an appointment, students should go to keuka.mywconline.com. If it is a student's first time there, they will need to create an account, which just takes a few seconds.

Subject Tutors, Field Period Tutors, Tech Tutors and Study Skill Mentors

Tutoring services are free to all Keuka College students for all courses. The Keuka College peer tutors have walked in students' shoes, and they can help reinforce course content and strengthen study skills, memorization techniques, note-taking skills, and methods to stay organized. If a student would like a tutor, they should go to keuka.mywconline.com. Students will find subjects and other services listed. If you do not see the subject you need, have any questions, or would like to request more information, please contact the Director of the Academic Success Center at studentsuccess@keuka.edu.

Supplemental Instruction

Supplemental Instruction are study sessions facilitated by trained students who help students in the class understand course material through hands-on work with the concepts being taught. Supplemental Instruction is available for select courses. Please ask your instructor if there are Supplemental Instruction sessions for your class.

Academic Success Coaching

Faculty and staff Academic Success Coaches are available through appointments and drop-in hours to help you solve a range of problems affecting your academic success. They will help equip you with the tools you need to meet your academic goals.

Events

The Academic Success Center offers a calendar of events and activities each semester such as KC Study Sessions. Students are encouraged to attend these events to gain valuable help and learn new academic skills.

Health and Counseling Services

The Health and Counseling Center is located in the Keuka Commons building and provides assessment, diagnosis, treatment, and referrals for many common health conditions. The Health Center operates much like a doctor's office such that health services are billed to the student's insurance company. No copays are accepted at the time of the visit; billing is processed through Finger Lakes Health after the conclusion of the visit. Visits are in person but may be conducted via telehealth if the practitioner agrees that a physical assessment is not necessary for the condition the student is seeking assistance with.

Students can expect to be seen in the Health Center for concerns such as upper respiratory infections, gastrointestinal distress, urinary tract infections, STIs, as well as muscle strains and sprains, to name a few. Other services provided are testing for COVID-19, Flu, TB, pregnancy, STIs, blood glucose, and mono; strep throat screening; urine testing for infection; physicals; clearance for sports; and counseling for physical and mental health related conditions. The registered nurse also gives allergy and birth control shots.

Additionally, the Health and Counseling Center offers confidential psychological counseling during the academic year to all registered students. There is no fee for this service. Students can address a full range of emotional, developmental, and relational issues with the assistance of professional staff members. The Health and Counseling Center website has updated information on the services and resources that are provided.

The nurse practitioner 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 Keuka College Health and Counseling Center once items have been paid for. The Health Center bills insurance, so students should bring their insurance card to each visit. Students will be referred if their needs exceed what the Health and Counseling Center is able to provide on campus.

Wellness education is also an important component of the Health and Counseling Center. Education on various topics, such as alcohol awareness, stress management, and sex education is available. 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.

Students can **schedule appointments** by calling **(315) 279-5368**, emailing **health@keuka.edu** or **stopping in the Health and Counseling Center**. After-hours care is available through several Urgent Care Centers in Penn Yan, Canandaigua, and Geneva. Students may also choose to seek emergency care at Soldiers and Sailors Memorial Hospital Emergency Room.

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 participate in intercollegiate sports; a health hold will be applied to their student account if the health form remains incomplete after 30 days of the first day of class. Because college first-year students are one of the groups most at risk for contracting meningitis, the College requires all new residential students (first-year and transfers) to have a meningitis vaccine. Verification should be included with the health form, which can be found in the student health portal. All vaccination and health policies can be found on the Health Center tile in the student health portal, **keuka.studenthealthportal.com** as well as the Health and Counseling page on the Keuka College website.

The Health and Counseling Center works in partnership with several local agencies, Yates County Public Health, Finger Lakes Health, Finger Lakes Community Health, Safe Harbors, Finger Lakes Counseling and Recovery Agency as well a few local mental health practitioners, when students require more assistance than the College facility can offer.

Accessibility Services for Students with Disabilities

Keuka College is committed to ensuring equal access to its curricular and co-curricular opportunities for students with disabilities. Offering a range of accessibility services, the Office of Student Accessibility facilitates reasonable accommodations to support our students with disabilities. The Office of Student Accessibility also serves as a resource to the college in its commitment to provide reasonable accommodations to students with disabilities. All students, faculty, staff, and visitors are invited to contact us for more information. We may be reached by e-mail at student-accessibility@keuka.edu.

Keuka College's Policy on Accessibility and Disability is implemented in the context of the Americans with Disabilities Act (ADA) of 1990 as amended and Section 504 of the Rehabilitation Act of 1973 (Section 504). The term "disability" may include learning, physical, sensory, psychological, medical, and certain temporary impairments. The college provides students with reasonable accommodations in accordance with these and other applicable federal and state laws. Students with disabilities may request academic accommodations; housing and dining accommodations; modifications to college policies, rules, and regulations; environmental adjustments such as the removal of architectural, communication, or transportation barriers; and auxiliary aids and services.

To request accommodations, students should log in to the Student Health Portal at keuka.studenthealthportal.com. Students requesting accommodations should review the guidance provided by the Office of Student Accessibility for documentation, but generally must submit documentation clearly demonstrating that (1) the student has a physical, sensory, psychological, or mental impairment, and (2) the impairment limits or impedes the exercise of any bodily or mental functions (or can be shown to exist through accepted clinical or laboratory diagnostic tests), as compared to most people in the general population. A diagnosis of a disorder, or submission of an evaluation, does not automatically qualify an individual for accommodations. Appropriate documentation must be provided by a qualified professional, meet reasonable currency expectations, include diagnosis information as well as information about the functional limitations caused by the impairment, and support the request of specific accommodations. Accommodations are determined through an interactive process that may include, but is not limited to, an intake interview with the student, verbal exchanges with the student's medical professional(s) as appropriate, and conversations with college administrators and the student's instructors. Students with questions about requesting accommodations should visit the Office of Student Accessibility on the 3rd Floor of Hegeman Hall or contact the office at student-accessibility@keuka.edu.

Community Standards

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 community standards exist for the purpose of furthering the accomplishment of educational and developmental objectives. These standards are outlined in the Keuka College Student Handbook and Student Code of Community Standards.

One of the ways that we live out these community standards is through the "Way of the Wolf." This is an agreement between all members of the Keuka College community grounded in the College values specific to diversity, equity, inclusion, and integrity. As a Keuka College Wolf, you will lead others along the path of our shared College community values.

Student Development assumes primary responsibility for adjudication of incidents of misconduct and for protecting the rights of students in matters of student conduct. Officials of the College become directly involved in student conduct proceedings when actions of individuals or groups conflict with the safety 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.

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

Prevention education is another key component of Community Standards & Student Intervention along with student leaders, who are known as Peer Educators. Prevention Education is comprehensive education that is focused on addressing the root causes of interpersonal violence, sexual assault, relationship violence, stalking, harassment, and many other issues that College students can face today. Prevention strategies, such as bystander intervention, address the way individual, relationship, community, and societal factors impact these issues and aim to prevent them before it occurs.

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. Campus Safety can be reached at (315) 279-5250 or campussafety@keuka.edu.

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 or online 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 Campus Safety Website.

Pregnancy and Parenting Policy

Any students that are pregnant and wishing to receive accommodations, please fill out the Pregnancy and Parenting Reporting Form found here. If you have any questions, please reach out to Dean of Students and Title IX Coordinator.

Title IX

Keuka College affirms its commitment to foster an environment free from gender and sex-based harassment and sexual misconduct. The college promotes the goals of fairness and equity in all aspects of the educational enterprise. Keuka College will work with parties impacted by behaviors of gender or sexual harassment, domestic or dating violence, stalking, sexual exploitation, sexual assault or retaliation related to such behaviors. Parties impacted by these behaviors can be connected with support services and resources on and off campus as well as be offered resolution options.

More information on resources, support, and reporting options can be found at https://www.keuka.edu/titleix. Direct inquiry can be made by contacting the Title IX Coordinator at titleixcoordinator@keuka.edu or (315) 279-5401.

Notice of Nondiscrimination

TITLE IX POLICY STATEMENT & NOTICE OF NONDISCRIMINATION

As part of its commitment to providing a safe, inclusive, and respectful educational and employment environment for its students, faculty and staff, Keuka College does not discriminate on the basis of sex and prohibits all forms of sex discrimination in any educational program or activity that it operates as required by Title IX of the Educational Amendments Act of 1972 ("Title IX"), including in admissions and employment.

To ensure compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the education program or activity, Keuka College has developed policies and procedures that provide for prompt, fair, equitable and impartial resolution of allegations of sex discrimination. Keuka College's Sex Discrimination and Sex-Based Harassment Policy and Resolution Process reflect the College's commitment and provide a means to address allegations of sex discrimination, including sex-based harassment and sex-based violence. The College's Policy is consistent with Title IX, the Violence Against Women Act (VAWA), and Article 129-B of the New York State Education Law.

Keuka College does not discriminate on the basis of sex and prohibits sex discrimination in any of its education programs or activities as required by Title IX, including in admission and employment. Inquiries about Title IX may be referred to Keuka College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights (OCR) or both.

Keuka College's Title IX Coordinator

Timothy White

Director of Community Standards and Student Intervention

Title IX Coordinator

D-29 Dahlstrom Student Center

141 Central Avenue

Keuka Park, NY 14478

315-279-5401

Email: TitleIXCoordinator@keuka.edu

Keuka College's Deputy Title IX Coordinator

Abby Watson

Mental Health and Wellness Coordinator

Deputy Title IX Coordinator

Hegeman Hall, 317B

141 Central Avenue

Keuka Park, NY 14478

315-279-5304

Email: TitleIXCoordinator@keuka.edu

Contact Information for OCR

400 Maryland Avenue, SW

Washington, D.C. 20202-1100

Customer Service Hotline: (800) 421-3481

Facsimile: (202) 453-6012

TDD: (877) 521-2172

Email: OCR@ed.gov

Web: http://www.ed.gov/ocr

In order to report information about conduct that may constitute sex discrimination or make a Complaint of sex discrimination under Title IX, please refer to Keuka College's Sex Discrimination and Sex-Based Harassment Policy, which can be located at keuka.edu/titleix

Keuka College's nondiscrimination policy and grievance procedures can be located in its Sex Discrimination and Sex-Based Harassment Policy or keuka.edu/titleix

Clery Act

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".

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 or the Title IX Coordinator at (315) 279-5401, Titleixcoordinator@keuka.edu

The annual security and fire safety report can be found on the college compliance webpage www.keuka.edu/about/your-right-know.

Registered Sex Offender Information

In accordance with 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.

Compass Curriculum Overview

Keuka College's general education Compass Curriculum offers students a core series of courses to guide the discovery of new directions throughout their college learning experiences. The Compass Curriculum prepares students to advance solutions to complex challenges as citizens and leaders in their community and beyond.

Get ready to explore new directions. The **Strengthen** Series of courses builds the foundation of skills essential to students' overall academic pathway and career success.

Curiosity. Creativity. Problem Solving. In the **Empower** Series, students expand their knowledge. These courses build interdisciplinary knowledge and give students the key skills employers are looking for. They will grow in critical thinking, hone their communication skills, and deepen their capacity for teamwork and experiential learning.

*Prepare to **Impact** the community.* In their junior or senior year, the Impact Capstone (KC 301) offers students the opportunity to put together their learning, reflect on their growth, and make a difference in their community. The various topics for the Impact Capstone course all showcase problem solving, teamwork, empathy, and communication skills. They will gain the ability to tackle intricate real-world situations and make well-informed decisions that enhance the quality of life in diverse communities.

For additional information see the Compass Curriculum Workbook and the Compass Curriculum Tree.

Compass Curriculum Course Requirements

I. Strengthen

Communication (6-7 credits)

How can I actively listen and communicate to promote mutual understanding?

Listen to, express, and exchange ideas and information effectively and responsibly across a variety of settings, formats and technologies.

Complete ENG-100 or ENG-110 and ENG-112 with a minimum of C-

ENG-100	Writing as Conversation†*	4
	or	
ENG-110	Writing as Inquiry†*	3
	and	
ENG-112	Writing as Argument†*	3

Subtotal: 6-7

Quantitative and Data Analysis (3-4 credits)

Why are numbers and data so powerful, and how can I use them effectively?

Understand and apply quantitative reasoning and data analysis skills to solve problems.

Complete 1 course:

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4
SS-231	Statistics for Social Science†*	3

Subtotal: 3-4

Experience (1-3 credits)

What ethical and social responsibilities can I learn through experience?

Reflect upon and analyze experiences to learn from them, inside and outside the classroom.

Complete 1 course

KC-101	Practicing Academic Culture @Keuka†*	3
KC-102	Experiential Learning and Academic Culture @Keuka*†	1

Subtotal: 1-3

Wellness (1 credit)

What are the 8 dimensions of wellness and why do they matter?

Through reflection, develop a wellness mindset and create an action plan to impact self and others.

Complete at least 1 Wellness topic (Take up to 3):

KC-201A	Wellness: Life Design†*	1
KC-201B	Wellness: Journaling to be Well†*	1
KC-201D	Wellness: Learning Leadership Through the Outdoors†*	1
KC-201E	Wellness: Occupations and Daily Activities†*	1
KC-201F	Wellness: Physical Activity and Life Balance†*	1
KC-201G	Wellness: Sexuality and Health†*	1
KC-201H	Wellness: Who Am I?†*	1
KC-201I	Financial Wellness*†	1
KC-201J	Wellness: Origami†*	1
KC-201K	Wellness: Survive or Thrive Your College Experience*†	1
KC-201L	Wellness: The Power of Leading Yourself*†	1
KC-201N	Wellness: Art and Community*†	1
KC-201P	Wellness: Career Design†*	1
KC-201Q	Navigating Health and Wellness Scams†*	1
KC-201R	Wellness: Thinking and Talking†*	1

Subtotal: 1-3

II. Empower

Creativity (6 credits from two different subjects)

How does creativity activate purpose, social change, and personal growth?

Explore and express original ideas, artifacts, and perspectives that demonstrate diverse, imaginative and innovative approaches.

Complete 2 courses from 2 different subjects:

ART-101	Foundations of Art and Design†*	3
ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3
ART-215	Drawing†*	3
ART-225	Painting†*	3
ENG-125	Storytelling†*	3
ENG-130	Great Books†*	3
ENG-218	Principles of Creative Writing†*	3
HIS-250	Reading the Past: Method and Analysis†*	3
MUS-101	Music History†*	3
POL-140	International Relations†*	3
REL-103	Introduction to Religion and Spirituality†*	3
REL-150	Religion in America*†	3

THR-101	Introduction to Theatre and Drama†*	3

Subtotal: 6

Problem Solving (6 credits from two different subjects)

What are different approaches to problem solving that take into account situational context and the people involved?

Understand and analyze the different approaches to problem solving taking into account the situational context and the people involved.

Complete 2 courses from 2 different subjects:

COM-122	Communication and Our World(s)†*	3
COM-205	Visual Communication Design†*	3
ECO-211	Principles of Microeconomics†*	3
ENG-118	Poems, Plays and Prose†*	3
ENG-140	The Language of Film†*	3
HIS-115	Europe and the World†*	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
PHL-101	Introduction to Philosophy†*	3

Subtotal: 6

Curiosity (7 credits from two different subjects)

What do I need to learn about self, others, and the natural world to engage in ethical and scientific inquiry in a global society?

Understand scientific and ethical methods of inquiry and evidence to generate and question knowledge about the natural world, human mind, and global sociocultural contexts.

Complete 2 courses from 2 different subjects with at least 1 lab-science course:

ENG-145	Literature of New York State†*	3
PHL-115	Ethics†*	3
POL-213	East Asia and the World†*	3
PSY-101	Introductory Psychology†*	3
SPA-101	Introduction to Spanish†*	3
SPA-102	Continuing Introduction to Spanish†*	3
	Lab-Science Courses:	
BIO-135	General Biology I†*	4
BIO-202	Human Biology†*	4
CHM-107	Elements of Physiological Chemistry†*	4
CHM-111	General Chemistry I†*	4
ENV-105	Environmental Science†*	4
PHY-110	Introductory Physics†*	4

Subtotal: 6-8

III. Impact

Citizenship and Leadership (3 credits)

How am I uniquely prepared to make a difference in my community and n the world?

Integrate multiple domains of knowledge and skills and apply them to solve complex problems in real-world scenarios. Demonstrate teamwork, empathy, and communication skills to make informed decisions and promote the quality of life in a diverse community.

Complete 1 Integrated Studies topic course:

KC-301A	Integrative Studies: Creativity†*	3
KC-301B	Integrative Studies: Food, Science and Society†*	3
KC-301D	Integrative Studies: Values and Ethics†*	3

KC-301I	Integrative Studies: Crime and Justice†*	3
KC-301J	Integrative Studies: Leadership†*	3
KC-301M	Integrative Studies: Culture, Gender, Community†*	3
KC-301N	Integrative Studies: Science in Popular Culture†*	3
KC-301Q	Integrative Studies: Media Analysis†*	3
KC-301R	Integrative Studies: Intercultural Studies†*	3
KC-301S	Integrative Studies: Social Justice in a Multicultural World†*	3
KC-301T	Integrative Studies: Building A Culture of Health†*	3

Subtotal: 3

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

Experiential Learning

In keeping with Keuka College's mission, Experiential Learning is emphasized through programs and services such as Field Period®, career services, and community service opportunities.

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.

To maximize the value of a Keuka College education, by facilitating experiences that will solidify students' personal and professional growth, the Center for Experiential Learning and Career Engagement will:

- Optimize Field Period® engagement.
- Define and advance career trajectories.
- Connect passion with purpose.

Field Period®

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

Field Period experiences are a minimum of 140-hour experiences completed each year by all students, typically scheduled during the January term and/or during the summer term, however, there are Field Period opportunities available during both the fall and spring semesters. Field Period can be a paid or non-paid experience. They involve student-initiated learning goals and site placement, an intensive experience, and multi-faceted evaluation. The advisers and the Field Period Program office work closely with students in planning, preparation, and evaluation of Field Periods. It is ultimately the student, however, who is responsible for the success of their Field Period experience.

Through Field Period, opportunities exist for individual or group placements, career exploration or development, service learning, cross-cultural exploration, spiritual exploration, leadership, and personal growth. Field Period experiences have been accomplished in small and large organizations, rural and metropolitan areas, from coast to coast and around the globe. Field Period opens the world and all of its opportunities to Keuka College students.

College policy requires students to complete one Field Period (three credits) for each full-time academic year at Keuka College or approximately every 30 Keuka College credit hours (12 Field Period credits in total for a first-time student that till be at Keuka College for up to four years in an undergraduate program).

Number of full-time academic years in an undergraduate Keuka College program (up to 4 years)	**Number of Required Field Period Credits**	**Typical number of credits earned at Keuka College (excluding FP credits)**
1	3	Up to 29
2	6	30 - 59
3	9	60 - 89
4	12	90 and above

Field Period requirements for transfer students will be determined on a case-by-case basis by the Division Chairs and the Office of Records and Registration, based on the number of credits accepted and applied toward the baccalaureate degree. In these instances, students may have a certain number of general Field Period requirements waived. Specific Field Period requirements for majors and minors cannot be waived.

Some academic majors require students to complete Field Period experiences within the discipline. Registration, requirements for credit and grading, and suggestions for an enhanced learning experience are in Handshake, a database of opportunities for students, alumni, and employers. Further information about the Field Period process, specific requirements, opportunities including course proposals, approvals, and evaluations is available through the KC Portal. Students must have their proposals approved by their advisor, site supervisor and the Office of Records and Registration. The Director of Field Period Program and KC-101 provides orientation sessions on Field Period and assists students in locating sites. Field Period experiences are graded on a slightly different schedule than other courses. Grading deadlines for all Field Periods terms are listed on the academic calendar as well as the Field Period portal.

Field Period® Student Hours Allocation

Each three-credit Field Period requires the instructional equivalent of 140 hours of class time. To meet this requirement, students should complete at least 120 active, on-site hours. The remainder of the 140 hours requirement should be met through preparatory activities, reflective assignments, and sharing Field Period outcomes through discussion and/or presentation. Academic advisors have final discretion in determining that Field Period goals and objectives have been met.

More information can be found on the Field Period® Resources Page.

Career Readiness

Using a personalized life design approach, the Assistant Director of Career Readiness Initiatives helps students connect emotionally, socially, and cognitively to their careers. This includes supporting students as they explore their personalities, interests, and strengths to help them choose a major, internship, or job that will lead to a fulfilling and engaging career.

Through individualized Career Readiness Counseling sessions in the Center for Experiential Learning and Career Readiness, group workshops, and class visits, our facilitator works with faculty and students to ensure our graduates have reached career readiness competencies such as critical thinking, professionalism, communication, teamwork, and leadership. Students also receive hands-on support in crafting their resumes and cover letters, developing their interviewing skills, and learning how to network. Acting as a bridge connecting the College and the workforce, the Office of Career Readiness continues to support all Keuka students even after they graduate, by offering career design resources and networking opportunities to alumni.

Study Abroad

Keuka College offers personalized Study Abroad programs for a semester or academic year. This program fosters cross-cultural learning with an international university. Study Abroad provides participants many benefits:

- Earn academic transfer credit from an international university
- Boost your resume with an international experience
- Gain a global perspective
- Cultural excursions take your learning outside of the classroom for real-world application and impact

Requirements for a Study Abroad Program include:

- Sophomore standing or higher
- Cumulative GPA of 2.5 or higher.
- Students must be in good academic and disciplinary standing.
- Students must plan Study Abroad into the course registration process (recommendation is 2 semesters prior to departure).

The Center for Experiential Learning and Career Readiness manages Study Abroad process at Keuka College, in collaboration with college administration, academic advisors, the offices of Student Accounts, Financial Aid, and the Office of Records and Registration.

Students interested in Study Abroad should begin by contacting their faculty advisor then the Center for Experiential Learning and Career Readiness 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. Please note: Students enrolled in programs of study approved for credit by Keuka College are considered enrolled at Keuka College for Title IV financial aid purposes.

Students must complete all items listed in the Study Abroad Handbook for review and approval prior to participating in a study abroad experience.

College-Sponsored International Travel Policy

Keuka College defines “College-Sponsored Travel” as multi-day trips organized and approved by college personnel (e.g., Alternative Spring Break) or that leads students to earning academic credit (e.g., Group Field Periods). All College-Sponsored Travel is coordinated through and authorized by the Center for Experiential Learning and Career Readiness.

In order to participate in College-Sponsored Travel, students must:

- be in good academic and disciplinary standing
- file all required paperwork with the Center for Experiential Learning and Career Readiness by stipulated deadlines.

Alternative Spring Break is an interfaith experience of cultural immersion, community service/volunteerism, community building, and leadership development. Students explore their own and others’ worldviews reinforcing the value of service and social responsibility. Group Field Periods are led by faculty members and may include international or domestic experiences.

Keuka College will not allow travel to any country with a level 3 (reconsider travel) or a level 4 (do not travel) advisory level as determined by the Department of State.

Honors Program

The Honors Program provides a challenging educational experience for exceptionally qualified students at Keuka College. Through an enriched curriculum, additional curated opportunities to work with faculty, and a vibrant community, the program cultivates a high level of intellectual growth and a passion for engaged citizenship and leadership. The Honors Program is led by a faculty director and carried out in partnership with faculty and staff across the college.

Honors Program Mission and Goals

At Keuka College, one of our main institutional priorities is supporting the success of each and every student. We aim to foster an environment that promotes academic excellence and intellectual growth for all students in service of our mission "To create exemplary citizens and leaders to serve the nation and the world." The Keuka College Honors Program offers a compelling framework designed to nurture exceptional students by offering enriched academic and co-curricular experiences.

The Keuka College Honors Program, integrated primarily within the Compass Curriculum, aims to cultivate engaged citizenship and leadership among students through rigorous academic inquiry, interdisciplinary exploration, and community-focused initiatives. The Honors Program aims to develop leadership for every student and for the benefit of our college and our community. Equity is an important principle of the Honors Program, informing the holistic development of Honors Program students through unique pathways and individualized mentorship.

Honors Program Learning Objectives:

Critical Thinking Develop and practice advanced critical thinking skills to analyze complex social issues, evaluate diverse perspectives, and propose informed solutions for positive societal change.:

Global Perspective Demonstrate proficiency in integrating knowledge from various disciplines to address pressing societal challenges and promote interdisciplinary approaches to community leadership.

Research for Social Impact: Apply research skills focused on addressing societal needs, including identifying community-based research questions, conducting empirical studies, and disseminating findings to inform policy-making and community action.

Communication for Citizenship Integrate and advance written and oral communication skills to effectively engage in civic dialogue, and communicate persuasively with diverse stakeholders.

Leadership Development in Community Identify and apply leadership skills for community growth and empowerment, demonstrating empathy, inclusivity, and ethical decision-making to promote active citizenship and positive social change.

The Honors Program Compass Curriculum learning outcomes are shared in the syllabi for each course students take, and typically involve application of skills, community engagement, and sharing of results beyond the classroom.

Honors Program Curriculum

Students may be concerned that Honors Program courses are difficult, but we prefer to say that Honors Program courses are different. They are enriched with additional opportunities for learning alongside like-minded members of the Honors Program community. This unique community forms the basis for inquisitive, active learning and the opportunity to go deeper into the material. Students in the Honors Program must fulfill the following course requirements, along with minimum academic requirements, such as GPA, to graduate as an Honors Program student from Keuka College. These requirements fully count towards degree and Compass Curriculum requirements. With the exception of the first two courses taken in the first year, there is flexibility in meeting additional requirements based on the student's major program requirements and sequence. Students will take:

Five Compass Curriculum courses with Honors designation, including:

- KC 101H: Practicing Academic Culture at Keuka College (Honors)
    - Students will take this course with students from their incoming class.
- ENG 112H: Writing as Inquiry (Honors)
    - Students will take this course with students from their incoming class.
- KC 301 (H): Citizenship and Leadership (Honors) (various themes/ topics, as offered)
- Two additional Compass Curriculum (Honors) courses, per availability on an annual basis. A rotation of different courses will be offered, and the Honors Program Director will provide students with guidance annually prior to course registration.

One 3 or 4-credit course from any area that students pursue with a professor's and Honors Program Director's prior approval, to include an Honors level outcome and assignment. This approval must be received prior to the beginning of the course using a provided form. This may also be completed as an independent study if necessary, but additional fees apply.

One individual or Group Field Period with an Honors designation (3 credits).

One Honors Capstone project, which may double as a Field Period, Senior Capstone course, or can be completed as an individualized instruction.

Total: 22-25 credits.

Note: Those beginning at Keuka College must complete all requirements. Those joining as transfer students or in the second or third semester, may have select requirements waived, determined on an individual basis through consultation with the Honors Program Director. These students who join the program after the first semester must complete at least 75% of this required curriculum at Keuka College to graduate as an Honors Program student (approximately 18 credits).

Honors Living Learning Community

What is a Living Learning Community?

A Living-Learning Community (LLC) is an intentional, residential community arranged around a specific academic curriculum and/or interest. In a living-learning community, participants live together on campus, share in an academic or co-curricular endeavor, engage in structured activities in their residence environment that emphasize faculty and peer interaction, and use special resources in their residential environment. The theme of the Honors Program LLC is Leadership Development. The location for 2025-26 is Saunders Hall.

First-year students in the Honors Program are invited to be part of a cohort model where they live together and attend their first-year Honors courses together. There will be monthly meetings in addition to a calendar of regular events and activities.

As a result of participating in the Honors LLC, students will

- Establish social connections with other students in the LLC by participating in LLC social activities and events
- Interact with LLC faculty in structured activities in their residence environment that emphasize faculty and peer interaction

Honors Satisfactory Academic Progress

Honors Program students are subject to the Honors Program Satisfactory Academic Progress (SAP) Policies in addition to institutional policies and any divisional policies for a given major. Of these, the Honors Program SAP Policy has the most restrictive cumulative Grade Point Average (GPA) criteria for good academic standing. The Honors Program SAP process is overseen by the Honors Program Director in consultation with the Honors Program Advisory Council (HPAC) and the Associate Provost.

Honors Program Good Academic Standing: Students who meet all Academic Standing requirements as noted in the Academic Standing Criteria section of the policy, in addition to institutional requirements, are considered to be in good academic standing for the Honors Program.

Cumulative GPA: Calculated as described in the Grading Policy.

Semester(s) Completed: Includes all Fall and Spring semesters where the student has completed the term.

Academic Standing Criteria

Evaluation of SAP for the Keuka College Honors Program is based on, at minimum, the following:

Honors Program GPA Requirement	3.500* Cumulative GPA
Honors Program Courses	Achieve a minimum grade of B in Honors Program courses On track to complete Honors Program required curriculum
Field Period Progress	On track with required Field Period progress
Academic Integrity	No academic dishonesty charges on file

*Note: 3.50 is the institutional threshold for Dean's List and for Latin Honors at graduation.

Other requirements for Honors Program SAP are aligned to institutional requirements as stated in the Policies on Academic Standing in the Keuka College Record. An Honors Program student who does not meet these institutional requirements will be placed on Honors Program Notice. A student who would be mathematically unable to regain Honors Program SAP within the allotted time frame may be dismissed from the Honors Program instead of receiving Honors Program Notice. Academic support for students who are on Honors Program Notice will be carefully aligned with division and institutional support, as relevant.

Actions for Students Not Meeting Honors Satisfactory Academic Progress (SAP)

The Keuka College Honors Program adheres to the following sequence for students not meeting Honors Program SAP. After each Fall and Spring term, the Honors Program Director will review Honors Program student progress with the HPAC and Office of Records and Registration. Students in the Honors Program who do not meet Honors SAP will be assigned the following status:

Honors Program Notice
Received when a student fails to achieve Honors Program SAP in a given semester.

Impacts: Students on Honors Program Notice will be placed on an academic plan with enhanced advising and support. There are no financial aid implications, and the status is not noted on the student's transcript. Students may appeal the Honors Program Notice status to the Honors Program Director. If the appeal is granted, the student will be considered in good academic standing for the Honors Program.

Honors Program Dismissal
Received when a student on Honors Program Notice does not achieve Honors SAP in any following semester.

Impacts: Students who are dismissed from the Honors Program will no longer participate in its activities and curriculum, and will no longer receive the Honors Program scholarship or housing. A student dismissed from the Honors Program will have the opportunity to appeal this action to the Honors Program Director. If the appeal is granted, the student will be moved to Appeal status and be allowed to continue as an Honors Program participant the following term under academic plan. If the appeal is not granted, the student will not be allowed to continue with Honors Program activities, and will not have their scholarship or Honors housing reinstated. Dismissal from the Honors Program is not noted on the student's transcript.

Discretionary Actions
The actions for Honors Program SAP aim to support student success while upholding Honors Program standards. In some cases, the Honors Program Director and Advisory Council may recommend alternative actions appropriate for specific situations. Other actions may be taken at the discretion of the Honors Program Director, in consultation with the Associate Provost and HPAC, as well as divisional personnel as relevant. Discretionary GPA thresholds may be established in support of specific scenarios and student performance, particularly in the first year. In all cases, communication from the Honors Program Director will explain the reasons for the decision.

In the instances where a student requests to take a Summer, January, or Acadeum course to reinstate their eligibility for Honors Program activities, the student may have their academic progress assessed after the close of those terms. The Honors Program Director and HPAC will review the student's case and make a determination. This review will not change any past action, and the student will be placed on an academic plan for the Honors Program.

Appeal Process
A student who is placed on Honors Program Notice, or who is dismissed from the Honors Program, has the right to appeal this decision to the Honors Program Director within ten (10) business days. An appeal form will be provided to the student in the official communication letter. The student must provide a thorough and compelling explanation of extenuating circumstances and attach supporting evidence, as well as indicate a plan for performance improvement. Once the appeal is received, the Honors Program Director will consult with HPAC and issue a decision within ten (10) business days. If the appeal is denied, the student may appeal to the Provost's Office, which will issue a final decision within fifteen (15) business days.

Honors Standards and Expectations

All members of the Honors Program must uphold the highest standards of student behavior and academic integrity, as specified in Keuka College's policies and Student Code of Conduct in the Student Handbook. Further, Honors Program Students are expected to complete the out-of-class learning and service components of the Honors Program in a consistent and timely manner and at a satisfactory level of quality. Failure to uphold these standards can result in actions, as detailed below.

It is essential that all Honors Program students understand and adhere to these policies and expectations. The integrity of the program relies on the commitment of its members to upholding the highest standards of behavior and engagement.

Co-Curricular Participation Expectations

Keuka College Honors Program students are leaders on campus and are expected to serve as role models for peers. Participation in co-curricular activities is an integral component of the Honors Program experience. Honors Program students are expected to engage in out-of-class learning opportunities and service activities consistently. These activities contribute to the holistic development of students and build a sense of community engagement and responsibility.

Requirements for co-curricular participation

First Year: Gain breadth of experience and knowledge

- Participation in NSO Honors Program-specific activities
- Attend Honors Program activities in the LLC
- Attend Honors Program meetings
- A total of 10 hours / semester of a variety of types of co-curricular activities documented in the e-portfolio

Second through Fourth Year: Build depth of experience and knowledge

- Assist in the leadership and programming of the Honors Program
- Attend Honors Program meetings
- Identify one or more co-curricular activities or projects that can grow over time, allow for leadership development, or connect significantly to your major/minor, research, Field Periods, post-graduate plans, while also meeting Honors Program learning objectives

Consequences for Honors Program Status and Participation

Failure to uphold the standards of conduct and co-curricular participation outlined above may result in the following consequences:

1. Honors Program Notice: Honors Program students who fail to maintain the expected standards may be placed on notice within the program. During this period, students will be required to meet with the Honors Program director and advisors to develop a plan for improvement.
2. Honors Program Dismissal: In cases of serious or repeated misconduct, the Honors Program reserves the right to dismiss students from the program. Dismissal may occur if students fail to remediate behavior or participation deficiencies, or if their actions significantly compromise the integrity of the program and experience of other students in the program.

First Year Progress Letters

While standards for belonging to the Honors Program are high, we recognize that students experience many challenges, some of which may be transitory in nature. We also acknowledge that students are in transition, particularly in the first year, as they adjust to college level expectations and a new living situation. The Honors Program aims to provide needed feedback and support for students to develop and meet their potential, while also meeting the expectations for GPA and conduct / co-curricular involvement. As such, first-year students receive progress letters from the Honors Program Director in early January and early June, including feedback from their Honors Program course professors, as applicable. These letters are designed to provide meaningful and actionable feedback to form the basis for advising, mentorship, and continued success in the Honors Program into the second year.

Academic Policies

The Provost or designee is responsible for the implementation of institutional academic policies, including determination of academic standing and exceptions. All academic policies are reviewed on an annual basis and changes are implemented into the subsequent Academic Year's catalog. Exceptions may be made to Keuka College academic policies as published in the Keuka College Catalog, if the exception requested does not violate the spirit of the policy or represent inequitable treatment. A student may petition to be excluded from a specific policy by submitting an Exception to Policy form to the Office of Records and Registration, found on the Office of Records and Registration website. A student must acquire all the necessary signatures for the exception to be considered by the Provost or designee.

Individual academic divisions have jurisdiction over exceptions to academic policies regarding major requirements, minor requirements, and course prerequisites. Such exceptions will be made when the exception requested does not violate the spirit of the policy or represent inequitable treatment. A student wishing to request an exception to such policies should consult the chair of the division to be informed of relevant policies. Should an exception be granted, the proper documentation should be submitted to the Office of Records and Registration.

Exceptions will not be permitted to a student's requirements for graduation.

All exception to policy decisions are considered to be final.

Degrees

All major programs are registered by the New York State Education Department. Meeting academic degree requirements is ultimately the responsibility of the student.

Major Fields of Study

Undergraduate Programs	Degree	CIP	HEGIS
Accounting	BS	52.0301	0502.00
Adolescent Biology Education	BA	13.1322	0401.01
Adolescent Biology Education/Special Education	BA	13.1019	0808.00
Adolescent English Education	BA	13.1305	1501.01
Adolescent English Education/Special Education	BA	13.1019	0808.00
Adolescent Mathematics Education	BA	13.1311	1701.01
Adolescent Mathematics Education/Special Education	BA	13.1019	0808.00
Adolescent Social Studies Education	BA	13.1318	2201.01
Adolescent Social Studies Education/Special Education	BA	13.1019	0808.00
Art & Design	BA	50.0701	1002.00
American Sign Language	BA	16.1601	1199.00
American Sign Language/English Interpreting	BS	16.1603	1199.00
Applied Mathematics and Finance	BS	27.0305	0503.00
Biology	BA	26.0101	0401.00
Biology	BS	26.0101	0401.00
Community Health and Wellness*	BS	51.0001	1201.00
Criminology/Criminal Justice*	BS	43.0103	2105.00

Educational Studies	BS	13.0101	0801.00
Environmental Science	BS	03.0104	1999.20
Health Sciences	BS	51.9999	1201.00
International Studies w/ Global Business & Economy	BA	44.0504	2210.00
International Studies w/ Global Cultures	BA	44.0504	2210.00
International Studies w/ Global Affairs & Public Policy	BA	44.0504	2210.00
Marketing	BS	52.1401	0509.00
Management*	BS	52.0201	0506.00
Management with Sports Management Concentration	BS	52.0201	0506.00
Nursing	BS	51.3801	1203.00
RN to BS in Nursing*	BS	51.3801	1203.10
Occupational Science	BS	51.2306	1201.00
Political Science and History	BA	30.4601	2299.00
Psychology	BA	42.0101	2001.00
Social Work*	BS	44.0701	2104.00
Sustainability	BA	30.3301	1999.20
Student-Initiated Major	BA	24.0101	4901.00
Student-Initiated Major	BS	24.0101	4901.00
Unified Childhood/Special Education-Art Concentration	BS	13.1017	0808.00
Unified Childhood/Special Education-ASL Concentration	BS	13.1017	0808.00
Unified Childhood/Special Education-English	BS	13.1017	0808.00
Unified Childhood/Special Education-Family/Child Concentration	BS	13.1017	0808.00
Unified Childhood/Special Education-Global Studies	BS	13.1017	0808.00
Unified Childhood/Special Education-Mathematics Concentration	BS	13.1017	0808.00
Unified Childhood/Special Education-Science Concentration	BS	13.1017	0808.00
Unified Childhood/Special Education-Spanish Concentration	BS	13.1017	0808.00
Unified Early Childhood/Special Education-Art Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-ASL Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-English Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-Family/Child Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-Global Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-Math Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-Science Concentration	BS	13.1015	0808.00
Unified Early Childhood/Special Education-Spanish Concentration	BS	13.1015	0808.00
Visual Communication Design	BA	50.0401	0601.00
Writing and Communication Arts	BA	23.1301	1501.00

*Traditional and Online format available.

Graduate Programs	Degree	CIP	HEGIS
Adult Gerontology Primary Care Nurse Practitioner	MS	51.3821	1203.10
Literacy All Grades	MS	13.1315	0830.00
Leadership*	MS	52.0201	0506.00
Occupational Therapy	MS	51.2306	1208.00
Master of Social Work*	MSW	44.0701	2104.00

*Traditional and Online format available.

Minor Fields of Study

Students may elect to complete one or more minor programs that complement a major field of study, enhance career opportunities, or provide in-depth study in special areas of interest.

Minor programs at Keuka College consist of a minimum of 15 credit hours of course work. A minimum of one-third of the credits in the minor program must be taken through Keuka College. Students electing a minor must maintain a minimum GPA of 2.00 for courses in the minor program, unless otherwise stated.

A student considering declaring a minor should recognize that completion of both major and minor requirements requires careful planning beginning as early as the student's first year, as some minor requirements are alternate-year courses, and some major programs provide little scheduling flexibility. Students wishing to declare a new minor must submit a Change of Program form to the Office of Records and Registration.

Students receiving Title IV funding must attempt minor and major course requirements concurrently. Students are prohibited from declaring a minor if the coursework extends beyond the time to complete their major requirements. Students who wish to request an exception to this policy must contact the Office of Records and Registration for approval.

Minor Fields of Study		CIP Code
Accounting		52.0301
American Sign Language		16.1601
Applied Mathematics		27.0305
Biology		26.0101
Chemistry		40.0501
Child and Family Studies Minor	42.2899	
Clinical/Counseling Psychology Minor	42.2703	
Communication		23.1301
Computer Science		11.0701
Criminology / Criminal Justice		43.0103
Education		13.0101
English		23.0101
Environmental Science		3.0104
Finance		52.0801

Fine Arts	50.0702
Forensic Chemistry	40.0510
Gerontology	30.1101
Human Resource Management	52.1001
International Business	52.1101
Management	52.0201
Marketing	52.1401
Mathematics	27.0101
Peace and Conflict Studies	30.0501
Political Science and History	30.4601
Pre-Law	22.0001
Spanish & Intercultural Studies	16.0908
Sports Management	31.0504
Student-Initiated Minor	24.0101
Teaching English Abroad	13.1401
Visual Communication Design	50.0401
Writing	23.1301

Advanced Certificates

NYSED defines an advanced certificate, or post-master's certificate, as a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree. Courses offered as part of an advanced certificate are all at the graduate level, and all courses within the advanced certificate should be able to be applied to completion of a degree. In practice, advanced certificates are defined as a structured group of courses that focus on a specific field or area of knowledge. As such they may be valuable to students for job applications, career advancement or personal development. Attainment of advanced certificates should be properly documented through the Office of Records and Registration.

Advanced certificates are stand-alone programs that require completion of an organized program of study equivalent to at least 24 credit hours beyond a master's degree. In order to be admitted to an advanced certificate program, prospective students must apply to their desired program of study and must meet all applicable admissions requirements. Students must maintain a minimum 3.0 GPA, unless otherwise specified by the Division. Graduate transfer policies also apply to students enrolled in an advanced certificate program.

Advanced Certificates:

Advanced Adult Gerontology/Primary Care Nurse Practitioner

Student Initiated Major

Student-Initiated Majors (SIM) are interdisciplinary majors designed by a student, in conjunction with a faculty committee, that reflect the student's own educational objectives and career interests. Students wishing to pursue a student-initiated major must initially work with their current academic advisor to engage with the Office of Records and Registration and the Curriculum Committee (i.e., the academic advisor makes initial contacts). The Office of Records and Registration will provide all needed forms and process guidance.

The student must: 1) meet initial eligibility requirements, 2) create a student-initiated major Committee, and 3) prepare a student-initiated major proposal. The proposal must be approved by the committee formed by the student and the Curriculum Committee before being sent to the Office of Records and Registration.

Eligibility Requirements

- Successful completion of at least two semesters at Keuka College.
- No fewer than three remaining semesters (defined as Fall and Spring, not January, Summer or other) to complete the approved SIM course work.
- A cumulative Keuka College grade point average (GPA) of at least 2.00 and meeting all requirements for satisfactory academic progress as defined in the Policy on Satisfactory Academic Standing.

Student-Initiated Major Committee Formation

- The student shall identify an instructor with faculty status who agrees to serve as the SIM Committee Chair and Major Advisor. The SIM Committee Chair may or may not be the student's current academic advisor.
- In consultation with the SIM Committee Chair, the student will identify two additional instructors with faculty status who agree to serve as members of the SIM Committee. The committee must include faculty members with specialization in the proposal area(s), and at least two different disciplines must be represented.

Student-Initiated Major Proposal

Working with the SIM Committee, the student will prepare a student-initiated major proposal that must be evaluated and approved by both the SIM Committee and the Curriculum Committee. The proposal must describe the student's educational and career objectives, as well as how the selected coursework will be integrated to generate a cohesive program that meets these objectives. The proposal must clearly demonstrate that the proposed SIM has depth, breadth, and an identified progression of coursework. The proposal must:

- Detail a program of study that contains a minimum of 30 credit hours of coursework. At least 1/3 of these credit hours must be at the 300 and/or 400 level.
- Identify whether the student-initiated major will culminate in a BS or a BA degree.
- Ensure that all Keuka College graduation requirements are met, including total credits, GPA, general education Compass Curriculum credits, liberal arts credits, and Field Period® completion.

Student-Initiated Major Degree

Once the student-initiated major proposal is approved it will be sent to the Office of Records and Registration. The Office of Records and Registration will build the agreed upon requirements into the student's degree audit as a Keuka College degree. Degree requirements and academic progress will then be tracked through the college's existing processes. The student and the major advisor should work together to ensure that all degree requirements are completed as specified.

For more information on how to declare a Student-Initiated Major, please contact the Office of Records and Registration.

Student Initiated Minor

Student Initiated Minors (SIMR) are disciplinary or interdisciplinary minors, which are not directly related to an existing minor course of study. These minors are designed by a student and their major faculty advisor and in consultation with a minor advisor from the discipline(s) involved, which reflect their own educational objectives and/or career interest. The purpose of the Student Initiated Minor is to develop a program of study to match a student's interest when pre-approved minors are unable to meet those needs.

Requirements for a Student Initiated Minor:

A Student Initiated Minor should consist of a minimum of 18 hours of coursework, of which at least 1/3 should be at the 300 or 400 level. The course work is established by the Student Initiated Minor Committee and approved by the Curriculum Committee.

Policies for Student Initiated Minors:

- All Student Initiated Minors must meet the standard criteria for a minor.
- The candidate may begin the Student Initiated Minor process no earlier than the beginning of the second semester of the freshman year, and no later than the first semester of the senior year.
- The candidate shall contact their major advisor to discuss plans for the Student Initiated Minor. The student will contact an instructor with faculty status in a discipline included in the Student Initiated Minor who will serve as the minor advisor, and assist with establishing the program of study. Any changes in advisors should be reported to the Office of Records and Registration through a Change of Academic Program form.
- The candidate must prepare a proposal for the Student Initiated Minor in coordination with their major and minor advisors. This proposal shall include the rationale behind the Student Initiated Minor and a list of courses included in the minor. This proposal shall be forwarded to the Curriculum Committee, which is responsible for approving or not approving the proposal. Once the Student Initiated Minor is approved, it is filed with the Office of Records and Registration and is built into the degree audit for the student.
- Once the Student Initiated Minor has been approved by the Curriculum Committee and filed with the Office of Records and Registration, changes in the list of courses required for the Student Initiated Minor can be made only in exceptional circumstances. All changes must be approved by the major and minor advisors through a Course Substitution/Waiver form. If there are more than two changes in a Student Initiated Minor, the approval of the Curriculum Committee is required. All changes must be submitted to the Office of Records and Registration.

Change of Major

Students wishing to declare a new major must submit a Change of Program form to the Office of Records and Registration. The student should make an appointment with the Division Chair for the new major to determine if they meet the entrance requirements. If accepted, the student will be assigned a new advisor chosen by the Division Chair.

Students must declare a major prior to earning 60 credit hours. Students that are in an exploratory major at 60 credits forfeit federal aid and New York State TAP eligibility. A student considering changing or declaring a major should recognize that completion of all prerequisite and major requirements may delay graduation. Change of Academic Program forms can be found on the Office of Records and Registration website.

Double Majors and Dual Degrees

A student may elect to major in two fields or disciplines; all the requirements for each major must be met as outlined below. Students should be aware that careful planning is necessary to complete a double major in four years. Upon declaring a double major or dual degree, the student will be assigned a faculty advisor for each major. The College does not guarantee that all courses will be offered every year.

Double Majors

Double major students receive one degree, totaling 120 credit hours. Double major students must meet the criteria as noted below.

Eligibility criteria for a double major:

1. Student has completed one semester at Keuka College
2. Double Majors may not include a Student-Initiated Major.
3. The student must be in good academic standing to declare a Double Major.
4. The student must submit a Change of Academic Program form.
5. The student must complete a minimum total of 120 credit hours.
6. If both majors lead to the same degree type, Bachelor of Science or Bachelor of Arts, the student may choose the order in which the majors will appear on the permanent record. If the majors lead to different degrees, the student may choose to receive either the Bachelor of Arts degree or the Bachelor of Science degree. The major for the degree chosen will appear first on the permanent record.

The student will receive one diploma if a double major has been declared.

Dual Degrees

Dual degree students receive two degrees, totaling 150 credit hours. Dual degree students must meet the criteria as noted below. Declaring a dual degree could delay graduation. Careful planning is required to meet all requirements.

Eligibility Criteria for Dual Degrees:

1. Student has completed one semester at Keuka College
2. Dual Degrees may not include a Student-Initiated Major.
3. The student must be in good academic standing to qualify for Dual Degrees.
4. The student must complete at least 30 credit hours, in a distinctly different academic discipline, in addition to the requirements of the first degree. None of the course requirements applied to the first degree (except general education Compass Curriculum requirements) may be applied toward the second degree.
5. The student must complete a minimum total of 90 liberal arts credits.
6. The student must complete a minimum total of 150 credits.
7. The student must submit a Change of Academic Program form.

A Dual Degree student will receive two diplomas for each degree awarded.

Course and Credit Information

In accordance with the U.S. Department of Education guidelines, a credit hour is defined as college level credit or the transfer of coursework from another accredited institution. As outlined by the Middle States Commission on Higher Education, a credit hour is further defined as an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that (1) reasonably approximates not less than (i) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different period of time; or (ii) At least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and (2) permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels. (Federal definition in 34 CFR § 600.2).

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 transferred from other accredited colleges to Keuka College are translated into semester credit hours as follows: quarter credit hour multiplied by 0.67 equals a semester credit hour.

Course Load

A normal course load for undergraduate students is defined as at least 12 but not more than 18 semester credit hours for the fall and spring semester. To remain eligible for full financial aid, undergraduate students are required to be registered for a minimum of 12 credit hours in fall and spring semesters. Students who choose to take fewer than 12 credits should consult with financial aid. Graduate students are full-time for financial aid purposes if they are registered for a minimum of 9 credit hours a semester.

To fulfill the requirements of a degree program in four years, an undergraduate student must complete an average of 30 semester credits each year, including three credits of a Field Period® experience. Some programs require slightly larger loads. Students in these programs should work closely with their advisor to ensure they stay within sequence for their program of study.

Any student wishing to deviate from the maximum course load for each semester must submit an exception to policy. Additional charges are applied for undergraduate traditional students taking more than 18 credit hours per semester.

Academic Credit Standing

Academic standing determines a student’s eligibility to register for certain courses, a student’s registration priority, and housing lottery.

Below are the academic credit standings for undergraduate students:

Senior Status = 85 credits and above
Junior Status = 55-84 credits
Sophomore Status = 26-54 credits
First-Year Status = 25 credits and below

Under Enrolled Courses

Minimum enrollment for course sections is determined by the following:

- A minimum of seven students is required for undergraduate course sections
- A minimum of five students is required for graduate course sections

Courses that fall below the minimum enrollment standards will be reviewed by the division, the Office of Records and Registration, and the Provost, and will be subject to cancellation. Course sections may also be cancelled by the Division Chair due to varying factors such as course maintenance, program needs, staffing concerns, and/or scheduling conflicts.

Students must monitor cancellation communications and their semester schedule and add courses as needed to retain full-time enrollment. If a course section is cancelled, the student must be aware of the possible financial aid implications of remaining below full-time status (12 credits for undergraduate and 9 credits for graduate). All registration changes can be viewed in KC Self-Service.

Individualized Instruction

Individualized Instruction is defined as instruction of a course that is an existing part of the Keuka College curriculum, as listed in the Keuka College catalog. It may be granted at a Division Chair's discretion:

1. If the course is not being offered that academic year.
2. If for significant non-academic reasons the student was not able to take the course when it was previously offered.
3. If the course was cancelled when it was supposed to be offered; or
4. If the course lends itself to an individualized, less traditional classroom format.

Students wishing to register for an Individualized Instruction must do so prior to the add/drop period for the semester they wish to take the course. Individualized Instruction forms are available on the Office of Records and Registration website. Individualized Instructions are offered in line with the existing terms as listed in the Academic Calendar.

The student will be charged a fee for each Individualized Instruction.

Independent Study

Independent Studies are defined as course topics that are not an existing part of the Keuka College curriculum are not currently listed in the Keuka College catalog. 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 offered by the College, under the guidance of a sponsoring faculty member. It may be granted at a Division Chair's discretion if the student:

1. Has a plan or project proposal, at least in broad concept, before approaching a faculty sponsor for the Independent Study.
2. Finds a faculty sponsor who has the expertise and time to guide the study.
3. Develops with the faculty sponsor clearly defined rationale, objectives, requirements, procedure, and methods of evaluation.
4. Completes and submits an Independent Study form available on the Office of Records and Registration website.

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. Students wishing to register for an Independent Study must do so prior to the add/drop period for the semester they wish to take the course. Independent Study forms are available on the Office of Records and Registration website. Independent Studies are offered in line with the existing terms as listed in the Academic Calendar.

The student will be charged a fee for each Independent Study.

Repeating a Course

When a course is repeated at the College, the grade and credit from the most recent attempt is the official grade and credit, computed into the cumulative GPA and counted toward graduation requirements. All attempts will appear on the transcript.

Undergraduate students are not eligible to retake a course for which they previously received a C or better. Graduate students are not eligible for grades of B or better. Courses may be repeated if the degree program requires a higher grade.

A course can be repeated once unless an exception has been granted. If an exception is granted to retake a course more than once, students may lose financial aid for that course. Please note, if a student retakes a course that they previously passed, a failed (F) second attempt will compute into the student’s GPA, and the course requirement will no longer be met.

Students who have failed a Keuka College course cannot take an equivalent course at another institution and transfer the credit, unless they have received an approved Exception to Policy. The only way to fulfill the requirement and replace the F is to repeat the course at Keuka College or through an approved consortium. the Acadeum consortium.

If students transfer a course after they have previously failed the equivalent course at Keuka College, the previous grade earned will stand, and the student will not have the opportunity to replace the computation of that grade in their GPA. If a student needs to retake a course that is not currently offered at Keuka College, there are consortia options available such as Acadeum. Please contact the Office of Records and Registration for information.

Certain courses may be taken more than once for credit across a student’s undergraduate studies. In these situations, students must take a different topic than what they had previously attempted, and the course must fall in a different semester. Courses that are eligible to be taken multiple times for credit will have this designation shown in their course description.

Auditing a Course

Auditing is open to both degree seeking and non-degree seeking students. A student must register to audit a course as indicated below and is expected to participate in the work of the course. Auditors are not typically required to take a final examination. When auditing, no credit is earned and no grade is earned. Students who opt to audit a course are subject to the auditing fee as listed in the College Cost section of the catalog. Courses that are being audited are not covered by financial aid and cannot count towards full-time status for a matriculated student.

Students requesting to audit a class are permitted to do so once a semester with instructor and advisor approval. Matriculated students who wish to audit a class must submit a written request to the Office of Records and Registration. Non-matriculated students who wish to audit a course must submit a non-matriculated enrollment form, found on the Office of Records and Registration website. Auditing is not available for professional licensure courses. Requests to audit a course are approved if space permits and if instructor approval has been granted.

Course Classifications

Some classes will carry additional attributes such as liberal arts, honors level. Courses will be designated as such within the course section of the Catalog.

Liberal Arts Courses: In accordance with NYSED, the liberal arts and sciences comprise the disciplines of the humanities, natural sciences
and mathematics, and social sciences. These courses are typically theory-based rather than vocational.

Registration and Registration Changes

Matriculated traditional students register for classes using KC Self-Service through the KC Portal. Students are encouraged to meet with their advisor ahead of time to ensure that their selections fit their degree program.

Matriculated students in online undergraduate programs are typically registered for most of their classes by the Office of Records and Registration. Students may make registration changes through their advisor and view their schedule in KC Self-Service.

Students may not register for classes that overlap. If a student wishes to register for two or more classes that have conflicting meeting times, the student may submit an exception to policy. Exceptions will only be granted if all required signatures are obtained.

Students who wish to fulfill a degree requirement by taking a class outside of Keuka College may do so with prior approval from the Office of Records and Registration. Students who wish to take a class outside of Keuka College must submit a Non-Keuka Coursework form found on the Office of Records and Registration website. Information on approved consortia partnerships and registration can be found in the catalog (p. 79).

The Academic Calendar provides specific dates for the following:

1. **Add/Drop Period:** The Add/Drop period begins on the first day of class and closes on the sixth day of class for 15-week courses and the third day of class for 7-week courses. Traditional students may add or drop a class on their own through KC Self-Service. If a class requires consent, such as an individualized instruction, a completed Change of Registration form is required with the appropriate approvals. All paperwork must be submitted to the Office of Records and Registration; otherwise, the request will not be processed. Students should be aware when dropping classes, that all institutional, state, and federal aid programs are based on full-time status. Students may not add or drop courses that are two weeks or less in length.
2. **Withdrawal Period:** A student may withdraw from a class after the add/drop period but before withdrawal deadline noted in the Academic Calendar. Students who wish to withdraw from a course during the withdraw period must complete a Change of Registration form with the appropriate approvals. The form must be submitted to the Office of Records and Registration; otherwise, the request will not be processed. When a withdrawal has been processed, a grade of W will be applied to the class and shown on the student's transcript.

a) Withdrawals from a course after the withdrawal deadline shall be permitted by formal exception and for extenuating circumstances only, e.g., medical, or other problems of a non-academic nature requiring an absence from class and/or the campus. Such withdrawals require the Exception to Policy form (ETP) submitted to the Office of Records and Registration. For the exception to be granted, all signatures of approval must be obtained.

b) Students who do not formally withdraw from a class that they do not attend will be issued a grade and will be responsible for all charges incurred.

**Non-attendance or non-participation does not constitute an official drop or withdrawal. Courses that are two weeks or less in length are not eligible for withdrawal and must be dropped prior to the start date. For more information on refunds/liability for course drops and withdrawals, please see the Refund Policy.*

Account Holds

At any point during matriculation or after, a student may have a hod placed on their account. These holds are placed on a student account when the student has failed to do something that is required of them. Students should contact the appropriate office immediately to resolve the outstanding issue. If the hold is not resolved, the College reserves the right to refuse attendance.

Hold Code	Hold Description	Student Action	Restrictions
SA	Student Account Hold	Contact Student Accounts	Cannot reapply, register for classes, or receive diploma
SP	Student Plan Hold	Contact Student Accounts	Cannot receive diploma
S5	Student Hold - $500 or less	Contact Student Accounts	Cannot receive diploma
FA	Financial Aid Hold*	Contact Financial Aid	Cannot register for classes or receive diploma
HEA	Health Hold	Contact Health and Counseling	Cannot register for classes
ADV	Advising Hold	Contact Academic Advisor	Cannot register for classes
REG	Registrar Hold	Contact the the Office of Records and Registration	Cannot register for classes

Consortia Registration
Acadeum / Rize Consortia

Keuka College is a member of the Acadeum and Rize consortia partners. In order to be eligible to take courses in either consortia, students must meet the following criteria:

- This course is required by the student's degree program and is not offered in the term that the student wishes to take the course
- The student may not have an active account hold.
- Approval from the Office of Records and Registration, the student's advisor and relevant Division Chair(s) is required.
- Because space is limited, enrollment is not guaranteed.

Students must submit a Non-Keuka Coursework form with the appropriate signatures to the Office of Records and Registration. The Office of Records and Registration will initiate registration and grade submission on behalf of the student. Students will be able to see the registered coursework on their schedule in KC Self-Service. The credit will be applied as institutional credit, and the grade will be calculated into the student's cumulative GPA. The academic and administrative policies, deadlines, and procedures of the teaching institution govern students. Keuka College will not intervene in grade disputes in cases where a student is dissatisfied with the final grade issued by the teaching institution. Students should speak with their advisor to determine if this is a good option for their degree plan.

Acadeum Enrollment

Courses offered through Acadeum may only be taken in January/Summer terms. To register, students must submit a Non-Keuka Coursework form with the appropriate signatures and submit the completed form to the Office of Records and Registration. Students will be billed through Keuka College at the online per credit hour tuition rate. Students should contact the Financial Aid Office about possible funding options.

Rize Enrollment

Rize courses may only be taken in Fall/Spring semesters and may be counted toward the student's full-time load. Students interested in the Rize courses must declare the corresponding minor by submitting a Change of Academic Program form with the appropriate signatures to the Office of Records and Registration. Once the student has declared the minor, they will be registered for the appropriate coursework by the Office of Records and Registration. For consortia courses, all standard course overload fees and tuition rates apply. Textbooks for consortia courses are not included in the tuition and fees. For more information on how to enroll, please contact the Office of Records and Registration.

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.

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 College of Technology at Alfred
SUNY Geneseo
University of Rochester

To be eligible to take courses in the RAC Consortium, students must meet the following criteria:

- The student is enrolled at Keuka College as full time (minimum of 12 credit hours)
- The requested course is not being taught at Keuka College during the semester.
- The course must be taken during the fall or spring semester.
- The student may not have an active account hold.
- Approval of both institutions is necessary and is on a space-available basis at the host institution.
- Enrollment is not applicable to January/Summer terms or graduate courses.

Students must receive a “C” or better in the course to have it accepted as transfer credit. The credit is applied as transfer credit and the grade does not get calculated into the student’s cumulative GPA. The academic and administrative policies, dates, and procedures of the host school govern students.

For information on how to enroll, please contact the Office of Records and Registration.

Program Evaluation/Degree Audit

Students should review their academic progress each semester by accessing the program evaluation tool on KC Self-Service, located on the KC Portal. Students are ultimately responsible for ensuring all degree requirements are met satisfactorily and in accordance with institutional and divisional policies.

Students who transfer coursework from other colleges or college testing centers must have official transcripts or official test-score documents sent to the Office of Records and Registration. Failure to submit official transcripts following the completion of outside coursework will prevent transfer credit from being applied. Students who wish to take courses elsewhere while enrolled at Keuka College should complete a Non-Keuka Coursework form, found on the Office of Records and Registration website.

If a course substitution or waiver is necessary to complete a degree requirement, the student is required to complete a Substitution or Course Waiver form, requesting approval, and prompting special encoding to update the program evaluation/degree audit. This will allow the degree audit to reflect how those credits should satisfy program requirements. Course substitutions and waivers will only be granted if they receive the proper approval from the division. Failure to submit the proper paperwork for a course substitution or waiver will result in the change not being applied to the student's audit and may complicate or prolong the student's degree conferral.

Students should recognize that requesting to waive degree requirement(s) could leave their credits short in other areas such as the New York State requirement for liberal arts credits and/or 120 credits required to receive a bachelor's degree. Students should consult with their faculty advisor and/or the Office of Records and Registration to avoid any unintended consequences of applying course waivers.

Academic Advising

All incoming students are assigned to a faculty academic advisor in their major at the discretion of the Division Chair. Students will have a designated faculty academic advisor throughout their time at Keuka College, determined by their program of study. Exploratory students are assigned a faculty advisor who will work closely with them in choosing a major through course exploration, and meetings with program faculty and career development staff. Students must declare a major prior to earning 60 credit hours. Once they select a major and meet entry requirements (as applicable), they will be assigned a faculty advisor in that program.

Faculty academic advisors help students meet academic program requirements and graduate on time. Academic advisors help students become independent, responsible learners who are familiar with institutional policies and cultural norms; possess problem solving skills; and know how to access a variety of academic, career planning, and support services. They also help students develop an educational plan consistent with their abilities, interests, and life goals.

Faculty academic advisors assist students with many aspects of navigating the college experience, including creating or modifying their course schedule, planning a Field Period®, and exploring career paths. They provide specific information about the requirements needed to graduate on time and work closely with students to meet those requirements.

First-year advising cohorts are kept small to ensure that first-year students receive strong support and guidance during a significant transitional period. Additional advising support is provided for select students through the HEOP and BRASS programs.

Vision

Through academic advising, Keuka College advisors facilitate and empower students to become independent and responsible learners who lead purposeful lives in the world.

Mission

The mission of academic advising at Keuka College is to promote the success of students as independent learners through building meaningful relationships in an inclusive and supportive learning environment where students are empowered to develop and complete a purposeful educational plan consistent with their abilities, career, and life goals.

Goals of Academic Advising

- Facilitate navigation of registration processes and institutional policies, and use of academic and student support resources
- Guide students as they explore options, clarify their values, and make appropriate decisions regarding their educational, career, and life goals
- Support students in their development of an appropriate educational plan for timely graduation consistent with their demonstrated academic abilities, interests, and life goals
- Provide accurate and timely information about academic programs (majors, minors/areas of concentration, and general education Compass Curriculum), policies, and procedures, degree and institutional requirements, and leadership opportunities
- Assist students in understanding the nature, purpose, and coherence of their overall educational plan
- Mentor students as they plan and develop significant Field Period® experiences

- Help students become independent, responsible learners and problem-solvers who understand their abilities and potential and recognize the impact of their choices on achieving their personal and professional goals

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	Withdrawal*
AU	Audit*
P	Pass*
IN	Incomplete*
CIP	Course in Progress*

* = *Not used in computation of GPA*

Final grades are due six days after the last day of class. All official final grades can be accessed in KC Self-Service under "Grades." Students who perceive that a final grade was miscalculated, unfair, or capriciously assigned should follow the process for appealing a course grade (p. 83).

Field Period® courses are graded on an S/U scale and are due as indicated on the Academic Calendar.

Keuka College does not have a standard numeric grading scale to be converted to letter grades. Numeric grading scales are to be made at the discretion of the instructor, and in some cases, the division. Please note that numeric grading scales may differ between classes and/or divisions. Grading scales can be found in each individual course syllabus.

Incomplete grades not resolved by the date specified by the faculty member will result in a grade of "F" or "U" (depending on the defined grading scale of the course).

Course Grade Appeal Policy

Students who perceive that a final grade was miscalculated, unfair, or capriciously assigned should inform the instructor in writing of the specific complaint within ten (10) business days of the end of the term. If the issue remains unresolved, the student should inform the Division Chair in writing of the complaint.

The student's letter of complaint should contain:

1. Date
2. Student's name
3. Course name, number, and section
4. Instructor's name
5. Grade received
6. Evidence and documentation for grade dispute*

* Note regarding evidence for grade dispute: it is very important that the evidence is presented clearly. The student should present only the facts. If the student has negative comments about the instructor of the class, this is not the appropriate place to share those thoughts. Likewise, exaggerated claims that cannot be verified will only hurt the student's case. Students should remember that a request for a grade appeal is a professional document.

The Division Chair will confer with both parties to mediate a successful resolution. If the matter cannot be resolved to the satisfaction of the student and the instructor, the matter is forwarded to the Provost or designee. If the instructor is also the chair of the division, all appeals can be sent directly to the Provost or designee.

With cases determined to warrant further consideration, the Provost or designee will convene the Academic Review Board within ten (10) business days after receiving the student's appeal. After conducting a thorough hearing and review of the evidence, the Academic Review Board will render a decision and will inform the student in writing, with copies sent to the appropriate faculty member, Division Chairperson, and, if necessary, the Office of Records and Registration. All decisions will be made in a reasonable amount of time from receiving the initial complaint.

All changes of assigned grades are subject to a statute of limitations of one year from the end of the term in which the course was completed. Students who have withdrawn or graduated are considered to have their academic record sealed thus no grade changes may be made once a student is no longer enrolled.

Incomplete Policy

An Incomplete "IN" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. This temporary grade indicates that a student has been granted permission by the instructor to complete work for a course after the end of the semester or term without penalty. To be considered for an incomplete grade, students must meet all criteria noted below and submit all required paperwork to the Office of Records and Registration by the grades due date as noted in the Academic Calendar.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;

- Required work may reasonably be completed in an agreed-upon time frame (no longer than 4 weeks beyond the last day of class);
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student, instructor or advisor initiates the requests for an incomplete grade within the last two weeks of the academic term.

Should the student's circumstances not meet the above criteria, an appropriate grade must be assigned.

The following provisions for incomplete grades apply:

- The Request for Grade of Incomplete form must be completed and signed by the student. When completing the form, the instructor will include a "current " letter grade for the course, calculated including all incomplete work for the course. If the deadline passes without an updated grade, the transcript will reflect the current letter grade. An "IN" may be completed with an instructor designated by the division chair if the original instructor becomes incapacitated or is no longer on campus.
- For traditional 15-week courses, it is required that all outstanding student work be completed and submitted within four weeks from the last day of class, and the final grade submitted by the faculty member to the Office of Records and Registration by the end of the fifth week.
- For 7-week courses, outstanding work must be completed within two weeks and final grades submitted by the faculty member to the Office of Records and Registration by the end of the third week.
- Only under the most extenuating circumstances may an Incomplete be made up more than assigned policy time frame and will require an exception to policy.
- An Incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.

Academic Honors

Keuka College is honored to award students who have accomplished academic achievements throughout their academic career. The primary opportunities for awards are listed below:

1. Dean's List (p. 84) - Awarded by the College each semester for students who meet the eligibility criteria.
2. Degrees with Distinction (p. 84) - Awarded by the College to graduating seniors upon the conferral of the student's degree for students who have met the eligibility criteria (also known as Latin Honors).
3. Divisional Honors (p. 85) - Awarded by the student's academic division for students who have met the eligibility criteria.

Dean's List

At the end of each semester (fall and spring only), full-time undergraduate matriculated students are eligible for the dean's list:

- based on academic work for the semester,
- having achieved a GPA of 3.50,
- full-time (12 semester credit hours) excludes Field Period® and courses designated as non-credit bearing,
- students with incomplete (IN) grades are not eligible,
- is reflected on the student's official transcript each term in which the dean's list is achieved

Degrees with Distinction

Keuka College believes the achievement of high academic standards is very important. 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	3.900

Magna Cum Laude	3.700
Cum Laude	3.500

Transfer students must have taken a minimum of 30 semester credits at Keuka College, to qualify for any of the Degrees with Distinction. In the computation of commencement honors, only coursework completed at Keuka College will count towards the calculation of a Degree with Distinction.

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

Degrees with distinction are not awarded to students pursuing graduate or certificate programs.

Divisional Honors

Honors in a specific discipline may be awarded to seniors who fulfill the requirements specified by the individual major course of study. Students should indicate their plan to meet the requirements for divisional honors to their division's chair as early as possible to allow ample time to satisfy the various eligibility criteria. Divisional honors are awarded by the faculty in the student's division. Divisional honors are noted in the commencement program and on the student's transcript.

The Natural Science and Mathematics division, Education programs, and Occupational Therapy program currently offer divisional honors to eligible students within those specified majors. More information about satisfying these requirements may be obtained from the appropriate division chair.

Graduation Requirements

All students working toward a baccalaureate (Bachelor of Arts or Bachelor of Science) degree must meet the following basic requirements for graduation:

Baccalaureate Degree Requirements defined by New York State, in meeting the requirements of the Rules of the Board of Regents:

1. Satisfactory completion of a minimum 120 semester credit hours.
2. A cumulative grade point average (GPA) of at least 2.00.
3. Completion of major requirements with a GPA of at least 2.00. Note: some degree programs require a higher GPA for completion of major requirements.
4. A minimum of 90 liberal arts and sciences (LAS) credits is required for the Bachelor of Arts (BA) degree. A minimum of 60 liberal arts and sciences (LAS) credits is required for the Bachelor of Science (BS) degree.

Baccalaureate Degree Requirements defined by Keuka College:

1. Completion of at least 30 semester credit hours at Keuka College.
2. Students must complete the final 30 semester credit hours required for the degree at Keuka College*.
3. Successful completion of all Compass Curriculum (i.e., general education) requirements as indicated in the student's degree audit and catalog year**.
4. Successful completion of all major courses with at least the minimum grade required, as specified by the major.
5. Completion of at least 12 credits in the student's major in courses at the 300-level or above.
6. Completion of one laboratory science course.
7. Satisfactory completion of one Field Period® for each 30 Keuka College credits required for degree completion. No more than four Field Periods® may count toward the total number of required credits for graduation; online students should review their individual program for Field Period® requirements.

**Students participating in a 3+3 or 3+4 transfer articulation agreement are exempt from criteria #2 from the Keuka College section.*

*** Transfer students with earned associate or bachelor's degrees may have been awarded a waiver for the Compass Curriculum requirements. See the Transfer Credit and Evaluation policy.*

Graduate Degree Requirements defined by New York State, in meeting the requirements of the Rules of the Board of Regents:

1. Completion of a minimum of 30 semester credit hours
2. Completion of the passing of a comprehensive test, writing a thesis based on independent research, or completing an appropriate special project.

Graduate Degree Requirements defined by Keuka College:

1. Of the required 30 semester credit hours, at least 27 of those credits must be earned at Keuka College.
2. Completion of program requirements as specified by the division.
3. Achieve a minimum cumulative GPA of at least 3.00, with no grade lower than a C+, unless otherwise specified by the major.

Both undergraduate and graduate students are ultimately responsible for ensuring that all degree requirements are satisfactorily met. As such, students' regular consultation with academic advisors and the Office of Records and Registration is strongly encouraged.

Degree Conferral

Students who have pending degree requirements will not have their degrees conferred until all degree requirements have been met through institutional or transfer credit. Students completing their final degree requirements through transfer credit must provide Keuka College with an official transcript when their final coursework has been completed.

Degrees are conferred on the last day of each month by the Office of Records and Registration. The conferral date cannot be backdated.

Participation in Commencement

Upon the recommendation of the College and the Board of Trustees, Keuka College confers degrees on the last day of every month. The College's formal commencement ceremony is held during May. To be eligible to participate in commencement:

1. Students must be in good academic standing (see academic standing portion of the catalogue for details)
2. Undergraduate students must complete their degree requirements or be within 18 credit hours of meeting all graduation requirements, including no more than three outstanding Field Period credits as required by the degree. Latin honors will not be read for students with remaining degree requirements; however, if earned upon completion of degree requirements, they will be noted on the transcript and diploma. Graduate students must complete their degree requirements or be within 9 credits for of meeting all graduation requirements.
3. Students who are within 18 credits must register for their outstanding requirementsprior to commencement with a schedule reflecting a completion date of the December following the commencement ceremony. The student's ability to complete all outstanding requirements by this deadline may be verified by proof of registration or an approved exception to policy related to the approved degree completion timeline.
4. Students who are not in good academic standing, are above maximum credits remaining for degree completion, or have more than three outstanding Field Period credits who want to participate in May Commencement may file an exception to policy with the Office of Records and Registration which will be sent to the Provost or designee for approval. These Exception to Policy requests must be received prior to the deadline for Commencement Applications to be considered

Diploma and Transcripts

The student's legal name will be printed on their transcript. The student's legal first name will be printed on their diploma unless otherwise specified. If a student wishes to have their first or middle name appear differently from their legal name on their diploma, they must inform the Office of Records and Registration 30 days prior to degree conferral. In all cases, the legal last name will be printed on the diploma. Legal name changes can be submitted to the Office of Records and Registration through a Change of Name form, accompanied by legal documentation of the name change.

Duplicate diploma requests can be submitted through the Office of Records and Registration website. Official transcripts can be obtained through the National Student Clearinghouse at getmytranscript.com.

Students must pay all College fees and other charges incurred at Keuka College to receive their diploma.

Temporary Leave and Withdrawal

Students who must step away from their studies at Keuka College temporarily are able to request a Leave of Absence. Students who wish to take a leave must meet all the eligibility criteria below. If a student does not meet one or more of the criteria below, they may submit an exception to policy form to the Office of Records and Registration. All signatures must be obtained for the exception to be considered. All leave of absences and withdrawals must be requested using the official forms available only through the Office of Records and Registration. Students may contact the Office of Records and Registration for more information.

1. Leave of Absence

A formal Leave of Absence (LOA) is defined by Title IV Federal Student Aid requirements. A formal leave of absence can be voluntary or involuntary but must be requested while a semester is in session. A leave of absence may be taken for any reason but may last no longer than 180 consecutive days (including weekends and breaks). Therefore, the student must be registered in the next available semester.

The student must submit their request in writing, and the appropriate form must be submitted to the Office of Records and Registration. A leave of absence maintains a student's academic requirements as outlined in the catalog year from year in which the student was enrolled. Students should be aware that there may have been changes to the degree programs that may impact their return, such as enrollment limits, changes to course offerings, etc. To be eligible for a leave of absence, the student must:

1. Be a currently registered student.

2. Be in good academic standing with the College.

3. Not have taken another leave of absence or temporary leave within the past 12 months.

4. Not have a current account hold.

Students who are considering taking a leave of absence in the middle of a semester, the College's course withdrawal policy applies. Students who are considering taking a leave of absence at the end of a semester, with incomplete grades must finish their coursework and receive a grade(s) prior to being put on leave. Students will be placed on a leave of absence when all grades have been received.

When a student wishes to return from a leave of absence, they must notify the Office of Records and Registration in writing. A leave of absence allows a student to re-register for classes without having to go through a formal readmission process. Students may extend their leave for two more traditional academic semesters by requesting to be moved to a temporary academic leave (TAL) upon or prior to the expiration of the leave of absence. Students are encouraged to discuss the financial aid implications for extending their leave of absence with the Office of Financial Aid.Students who are not registered for classes at the expiration date of the leave of absence will no longer be an active student at Keuka College. Students who do not return by the deadline of their leave of absence must apply for readmission and will be required to meet any new admission or degree requirements in place when returning to the College.

Students who are considering taking a leave under Title IX/NYS 129 regulations should consult with the Title IX coordinator for additional information.

2. Involuntary Leave

Matriculated undergraduate and graduate students may be administratively placed on an involuntary leave of absence for a maximum of 180 days (including weekends and scheduled breaks) in any 12-month period. Therefore, the student must be registered in the next available semester.

An involuntary leave of absence is invoked only when a student is unable or unwilling to request a voluntary leave of absence and the student's behavior disrupts the College's learning environment or is otherwise negatively impactful on the campus community. Determination of the administrative need to place a student on an involuntary leave of absence will be done through an individualized assessment of the student (e.g., health issues, behaviors, treatment needs), including current medical diagnosis if available, objective evidence of the student's behavior, and will be made by a team of reviewers. When feasible, students will be allowed to provide input into the decision-making related to risk assessment considered in determining the need for an involuntary leave of absence. Before an involuntary leave of absence is considered, efforts will be made to encourage the student to take a voluntary leave of absence.

Students who are placed on involuntary leave of absence will be notified by the College. Details related to the rationale for the administrative action, the criteria for return, and details on transcript notations will be included in the notification letter. A student placed on involuntary leave of absence has the right to appeal to the Vice President of Student Development and must submit their appeal request in writing within five business days of being notified of their involuntary leave.

This policy and these procedures do not take the place of disciplinary actions that are in response to violations of the campus code of conduct, nor do they preclude the removal or dismissal of students from the College or college-owned facilities because of violations of other college regulations.

A student wanting to return from an involuntary leave of absence within the 180-day period must follow the "Resumption of Study from an Involuntary leave of absence" policy. A student who is not registered for classes at the expiration date of the leave of absence will no longer be an active student at Keuka College and must apply for readmission should they wish to return to the College. Readmitted students are required to meet any new admission or degree requirements in place when returning to the College.

3. Voluntary Withdrawal

Students who wish to withdraw must notify the Office of Records and Registration. Students will be asked to participate in an exit interview. After the exit interview is conducted, the student will be provided with an electronic form to withdraw from the College. If a student submits the form to fully withdraw from the College prior to the withdrawal deadline they will receive "W" grades. If a student requests to withdraw after the withdrawal deadline, they will receive grades for the work completed unless an exception to policy is submitted and approved. Students who do not submit a withdrawal form will be issued grade(s) and will be responsible for all charges incurred. All withdrawal deadlines can be found in the current Academic Calendar.

4. Administrative Withdrawal

Students who are not registered for classes by the Census Day of each term are administratively withdrawn from Keuka College. Additionally, students who fail to submit the proper leave or withdrawal documentation will be administratively withdrawn if they are reported as a "no show" to their registered coursework and/or housing. Students who wish to return, should contact the Admissions Office for readmission.

Resumption of Study After an Involuntary Leave of Absence

a) The student wishing to return to the College from an involuntary LOA must notify the Dean of Students in writing and present a written verification on official letterhead from a health professional stating 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 to maximize scheduling, aid, and housing options for their return. Those returning from an involuntary LOA may be required to meet with health and counseling staff to ascertain the degree of counseling or health care support needed.

b) The student requesting to return after normal registration or housing selection processes is not guaranteed course and room preference.

c) Students return to the College under the same academic status under which they departed and they are subject to the terms of their academic contract upon their return.

d) If there are any student conduct charges pending involving the student requesting the LOA, those proceedings will continue during the student's absence.

e) A student whose Resumption of Study request is denied may to appeal to the Vice President of Student Development in writing within five business days of their request being denied.

Policy Statements

Policies on Academic Standing

Academic standing is defined as a degree-seeking student's progress toward completion of the requirements for an undergraduate degree from Keuka College. A student's continued enrollment and eligibility for financial aid at Keuka College depends on making Satisfactory Academic Progress (SAP). While academic standards may vary by major/program, this policy outlines the minimum academic standing requirements that apply to undergraduate students at Keuka College. The degree requirement sections in the Catalog for each program will state the minimum GPA and grade requirements needed, if the requirement is higher than the institutional requirement. Students who do not meet divisional standards are subject to academic program standing policies (p. 93).

The institutional policy for graduate students to remain in good academic standing is to maintain a minimum 3.0 GPA. Graduate students are overseen by their respective divisions as many of the individual graduate programs have requirements specific to their area of study. Graduate students should refer to their divisional handbooks for further information.

Definitions

Good Academic Standing - Students who are meeting all Academic Standing requirements as noted in the Academic Standing Criteria section of the policy are considered to be in good academic standing. Students who are on Academic Warning and students on Probation are still considered to be in good academic standing. Depending on the funding source and regulations, students on Academic Warning and/or Probation may still be impacted in terms of financial aid funding. Students are encouraged to look at the criteria for the financial aid (p. 38) that they are receiving to ensure they are meeting all of the various requirements to remain eligible.

Minimum credits earned - Defined for full-time attendance (12 or more credit hours/semester). Students attending half-time (6, 7, or 8 credit hours) are expected to meet 50 percent of the standards for minimum credits earned. Students attending three-quarters time (9, 10, or 11 credit hours) are expected to meet 75 percent of the standards for minimum credits earned.

Cumulative GPA - Calculated as described in the Grading System Policy (p. 82). The minimum institutional GPA requirement for undergraduate students is 2.0. Graduate students must maintain a minimum cumulative GPA of 3.0 or higher, receive a C+ or better in all coursework, and meet all other requirements, as determined by their program, throughout their program of study.

Semester(s) Completed - Includes all Fall and Spring semesters where the student has completed the term.

Academic Standing Criteria

Evaluation of academic progress at Keuka College is based on, at minimum, the following:

1. A student must complete at least two-thirds (66.67%) of their attempted semester credits. “W,” “F,” and “U” grades are unsuccessful attempts. This percentage is the rule regardless of full or part-time status.
2. The cumulative Grade Point Average (GPA)
   a. Students must achieve a GPA of 2.0 or above.
   b. Cumulative GPAs of 1.0 or less are subject to immediate probation or dismissal from the College
3. The number of Field Period® (FP) experiences completed in accordance with the Field Period SAP policy (p. 91)*
4. Other unsuccessful outcomes such as:
   a. Excessive withdrawals (W) or unsatisfactory grades (U) in a term.
   b. Failing any course for a third time.
   c. Determination of an Academic Integrity charge.

Quality Point Deficit (QPD) is used in determining the timeframe a student is likely to return to Good Academic Standing. This measure may be used to determine the sanction imposed on a student, in correspondence with the measured timeframe to return to Good Academic Standing. More information on Quality Point Deficit (p. 93) can be found in a subsection of this policy.

Note: Students participating in programs through International Partner Schools are to follow any academic standing guidelines and/or criteria as required by the host institution.

Failure to Meet Satisfactory Academic Progress

Keuka College adheres to the following sequence for students not meeting Satisfactory Academic Progress (SAP). These actions are taken sequentially as students progress through their time of attendance at Keuka College. Typically, each action is a progression of the last action taken, regardless of if the student earned the sanctions in consecutive terms. The Academic Review Board will meet to determine sanctions at the end of the Fall and Spring terms. Any student failing to meet any of the minimum criteria for Satisfactory Academic Progress may receive the following actions:

Academic Warning: Received for any semester where SAP is not met. Failure to meet any component of SAP may lead to an Academic Warning. Only one warning will be issued per term, and the letter will indicate each criterion of the SAP policy that the student did not meet.

Impacts: Students on Academic Warning will be placed on an academic plan/contract requiring them to attend all classes and have bi-weekly meetings with their academic advisors. A student on Academic Warning is allowed to participate in intercollegiate athletics and all roles within student organizations/clubs. There are no financial aid implications and the warning is not noted on the student’s transcript. The student may not appeal an Academic Warning.

Probation: Received when a student with one Academic Warning fails to achieve SAP in any following semester.

Impacts: Students on Probation will be placed on an academic plan requiring them to attend all classes and have bi-weekly meetings with their academic advisors. In addition, students on Probation will not be allowed to participate in intercollegiate athletic competitions or hold leadership positions within student organizations/clubs (although they may participate as regular members). However, first-year students on Probation are able to participate in intercollegiate athletic competitions as they are granted a grace period through athletics. For purposes of financial aid, a student on Probation is still considered in “good academic standing” and is therefore eligible for financial aid. Probation status will be noted on the student’s transcript. Students may appeal the Probation status. The Academic Review Board (ARB) will review student-generated appeals that meet this criterion and will decide the status of the appeal. If the appeal is granted, the student will be placed on a second Academic Warning status. If the appeal is not granted, the student will remain on Probationary status.

Suspension: Received when a student on Probationary status fails to achieve SAP in any following semester.

Impacts: Students on Suspension will not be allowed to take classes the following term. A suspended student will have the opportunity to appeal this action. If the appeal is granted, the student will be moved to Suspension Appeal status and be allowed to continue as a matriculated student the following term. Students on Suspension Appeal will be placed on an academic plan similar to Probation, including required class attendance and required bi-weekly meetings with their academic advisor(s). In addition, students on Suspension Appeal will not be allowed to participate in intercollegiate athletics or hold leadership positions within student organizations/clubs (although they may participate as regular members). If the appeal is not granted, the student will not be allowed to continue with classes and will be withdrawn from the College. Students on Suspension Appeal are considered to not be in good academic standing and therefore are not eligible to receive financial aid. However, there is the possibility of a one-time waiver for financial aid eligibility. The suspension appeal process incorporates the financial aid appeal request. Suspension and/or Suspension Appeal status will be noted on the student's transcript.

Expulsion: Received when it has been determined that a student has engaged in extreme academic wrongdoing. Examples include but are not limited to multiple suspensions, falsifying College and/or academic records, professional standards violations, and multiple academic integrity violations.

Impacts: Students on Expulsion will not be allowed to take classes at any point in the future at Keuka College. An expelled student will have the opportunity to appeal this action. If the appeal is granted, the student will be moved to Expulsion Appeal status and be allowed to continue as a matriculated student the following term under special conditions. If the appeal is not granted, the student will not be allowed to continue with classes and will be withdrawn from the College indefinitely. Expulsion and/or Expulsion Appeal status will be noted on the student's transcript.

Discretionary Actions: In some cases, the Academic Review Board may recommend alternative actions appropriate for specific situations. For example, if a student's Quality Point Deficit determines that they will not reasonably be able to recover by the time they will have reached suspension status, the Academic Review Board may choose to bypass the Academic Warning and/or Probationary status. Conversely, the Academic Review Board may implement a second probation for a student already on Academic Probation if the Board determines that an additional semester at Keuka College is warranted by the student's performance or potential. Other actions may be taken at the discretion of the Academic Review Board. In all cases, communication from the Board or designee will explain the reasons for the decision.

In the instances where a student takes a Summer or January course to reinstate their eligibility for sports, clubs, or other co-curricular activities, the student may request to have their academic progress assessed after the close of those terms. The Academic Review Board will look at the student's case and make a determination. This review will not change any past action made by the Academic Review Board and the student will remain on academic contract.

Field Period Policy

All traditional students must successfully attempt at least one Field Period® (defined as a 3.0 credit experience) by the completion of 30 Keuka College credits, at least two Field Periods® by the completion of 60 Keuka College credits, at least three Field Periods® by the completion of 90 Keuka College credits, and four Field Periods® by the completion of 120 Keuka College credits. According to college policy, the number of Field Periods® required for transfer students will be determined on a case-by-case basis by the Office of Records and Registration, Director of Field Periods® and division. Online students are expected to complete their experiential learning component as determined by their program. Field Periods® are required by the curriculum. Failure to complete Field Periods® will result in the student not earning their degree from Keuka College.

Field Period® Warning: Received for any semester, other than the student's first. Failure to meet ONLY the Field Period® criteria of SAP will lead to a Field Period® warning. Only one warning will be issued per term, and the letter will indicate that the student is not making sufficient academic progress in Field Period® completion. This sanction is separate from the Satisfactory Academic Progress sanctions.

Impacts: Students on Field Period® Warning will be required to meet with their academic advisors to create a plan for Field Period® completion to bring the student in line with Field Period® SAP. This is simply a notification to allow the student the opportunity to plan their remaining Field Period requirements with their Academic Advisor(s). As such, no punitive action is taken and there is no appeal process for Field Period Warnings.

Suspension Appeal Process

Students who have been suspended may not continue in their current registered coursework and must not attend class until an appeal has been granted. Within ten (10) business days following receipt of the notification of suspension, a student may appeal the decision by writing to the Provost or designee. Students must provide evidence to support their appeal and must include plans for academic improvement. The letter of appeal must contain the following elements:

- Those internal and external factors that contributed to the student's inability to meet the institution's conditions for remaining in good standing,
- The specific action(s) the student will take to prevent a recurrence of the difficulties that led to the Academic Review Board's decision.

The student shall receive a written decision from the Provost or designee generally within fifteen (15) business days of the submission of the appeal If the Provost or designee does not grant an appeal, the student will be dismissed from the College and a notation will be added to their transcript. If the Provost or designee grants an appeal, the student will remain actively enrolled, and their transcript will be noted that an appeal was granted. Students who have been granted a suspension appeal may be given an academic performance contract for the next semester. Failure to agree to the terms of the Academic Contract will lead to immediate dismissal. Any changes to the academic performance contract must be pre-approved by the Provost or designee. If the student does not fulfill the contract, the Academic Review Board may vote to immediately dismiss the student.

Students who have been suspended and do not submit an appeal within (10) business days will be withdrawn from all current coursework, if applicable, and will not be able to enroll in future coursework. A notation of "Suspended – Dismissed" will be added to the student's transcript. Students who have been suspended may apply for readmission two full semesters after their dismissal. All appeal decisions are considered final.

Academic Reinstatement to the College

Students in academic dismissal status may be eligible for reinstatement after two semesters from the date of dismissal. Based on the cause of dismissal, the student may not be eligible for reinstatement to the original program or may need to repeat coursework. Students who wish to be reinstated must reapply through the Admissions Office.

Students seeking reinstatement must write a letter petitioning the Provost or designee for reinstatement to the College, explaining how the student has been using their time away to pursue academic and other activities that will demonstrate their capability and readiness to succeed at Keuka College. Students petitioning the Provost or designee must present a compelling, persuasive written statement explaining those circumstances which led to poor academic performance and how those conditions have changed or will change upon reinstatement. The statement must present a thoughtful educational plan that includes specific academic and career goals and strategies for achieving them (for example: enroll in fewer studies, utilize academic support, or reach out to my instructors early in the term if I fall behind). Students are encouraged to complete and provide official documentation of course work at another accredited institution of higher education, with a grade of "C" or higher for a minimum of two classes; at least one full-time semester is preferred. Additional pertinent information may be submitted at the student's discretion, such as medical documents, letters of reference, and/or recommendations from individuals who can attest to their readiness to regain good academic standing and successfully complete a degree at Keuka College. If the Provost or designee grants reinstatement to the College, 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.

Reinstatement of Financial Aid

The probation and suspension policies governing attendance at Keuka College 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 based on 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. The academic appeal process and financial aid appeal process, although related, are adjudicated separately. For more information on reinstatement of aid, please contact the Financial Aid Office.

Academic Program Standing

Students must meet the requirements for Satisfactory Academic Progress (SAP) to continue enrollment and eligibility for financial aid. Some academic majors/programs have additional requirements and a higher SAP threshold than the institutional standard for academic progress due to professional accreditation. These programs and divisions regularly meet to assess student progress and academic standing using their program or division's policies.

If a student is not meeting program or divisional degree requirements, the Division Chair and/or faculty of the division may take any of the following actions: issue an academic warning, place the student on divisional probation, or dismiss the student from the program. Students who have been dismissed but are appealing their program dismissal should not attend class unless advised to do so by their Division Chair or the Provost's Office.

As a program dismissal is not a dismissal from the College, students dismissed from their academic program may choose to seek a program change or withdraw from the College. This decision must be made and related action must be taken prior to the following add/drop period of the next required term, otherwise the student will be administratively withdrawn from the College.

Program Dismissal Appeal Process

Within ten (10) business days following receipt of the notification of dismissal, a student may appeal the decision by writing to the appropriate Division Chair or designee. Students must provide evidence to support their appeal and must include plans for academic improvement. The letter of appeal must contain the following elements:

- Those internal and external factors that contributed to the student's inability to meet the program's conditions for remaining in good standing.
- The specific action(s) the student will take to prevent a recurrence of the difficulties that led to the program faculty's decision.

The student will receive a written decision from the Division Chair generally within fifteen (15) business days of the submission of the appeal. If the appeal decision from the Division Chair does not resolve the issue, the student may appeal again to the Provost or designee. The matter will be reviewed by the Provost or designee until a decision is rendered. The appeal decision from the Provost is considered final. If the appeal is not granted, the student will be dismissed from the program.

If an appeal is granted, the student will remain actively enrolled. Students who have been granted an appeal may be given an academic performance contract for the next semester. Failure to agree to the terms of the academic contract will lead to immediate dismissal from the program. Any changes to the academic performance contract must be pre-approved by the Division Chair or designee. If the student does not fulfill the contract, the division's faculty may vote to immediately dismiss the student from the program.

Quality Point Deficit

Quality Point Deficit, or QPD, is an absolute measure of what is necessary to bring a student's cumulative GPA required up to be in good academic standing with the institution. The minimum GPA to be considered in good academic standing as an undergraduate student at Keuka College is 2.0. Students in undergraduate programs with higher GPA thresholds and graduate programs should view their program's handbook and consult with their advisor. Grades of P/F, S/U, IN, and W are not included in a QPD calculation. The formula for calculating the quality point deficit is the following: Quality Point Deficit = (Cumulative GPA Hours Attempted x 2.0) – Cumulative Quality Points.

Students who have a quality point deficit which puts them at risk of not returning to good academic standing should discuss their situation with their academic advisor. Generally, students who want to improve their Quality Point Deficit quickly should retake courses that they have previously failed to receive a better grade.

Quality Point Deficit is used in Keuka College's Academic Review processes. Students who are not in good academic standing are at risk of losing financial aid eligibility. Students who have high quality point deficits should consult with their academic advisor, the Office of Records and Registration, and/or the Provost's Office to make a plan to return to good academic standing.

Quality Points Ranges and What They Mean:

Quality Point Deficit of less than 12:
It is mathematically possible for a student to return to good academic standing if the student has a good semester. A "good" semester generally refers to grades of 'B' or better in all coursework. Course repeats are weighted higher in terms of boosting a student's GPA and as such are strongly encouraged. Students who have low grades in their major requirements should consult with their academic advisor.

Quality Point Deficit of 12 - 24:
Significant changes to academic performance are needed to recover from this quality point deficit range. Students will likely need at least two good semesters to return to good academic standing. A "good" semester generally refers to grades of 'B' or better in all coursework. Course repeats are weighted higher in terms of boosting a student's GPA and as such are strongly encouraged. Students who have low grades in their major requirements should consult with their academic advisor.

Quality Point Deficit of 25+:
Students in this range are likely to be dismissed. Returning to good academic standing will likely take at least three semesters of coursework at Keuka College. A "good" semester generally refers to grades of 'B' or better in all coursework. Course repeats are weighted higher in terms of boosting a student's GPA and as such are strongly encouraged. Students with a quality point deficit of 25 or higher are strongly encouraged to consult with their academic advisor or Provost's Office to review ways to fulfill their academic goals.

Academic Integrity

Keuka College expects students to fulfill academic assignments independently and honestly, including all matters related to Field Period®. Students are made aware through course syllabi of the permitted use of external assistance in their assignments. Any cheating, plagiarism, or other forms of academic integrity violations – including unauthorized use of Artificial Intelligence – at Keuka College will be penalized, with sanctions ranging from an "F" on a specific assignment to expulsion from the College.

Academic Integrity Definitions

Cheating refers to the use of unauthorized or inappropriate assistance on academic assignments. Unauthorized aid includes, but is not limited to, the providing or receiving help from others, use of any electronic or printed material, Artificial Intelligence software tools, personal notes, and editing services. Students should assume that assistance should not be used unless it has been expressly permitted by the faculty member in the course syllabus. It is the students' responsibility to know the limits of assistance, if any, permitted on any assignment.

Other possible violations of academic integrity include:

1. Falsely claiming to have done work or obtained data.
2. Misrepresenting reasons for not completing assignments or taking examinations as scheduled.
3. Submitting the same work in different courses without the prior approval of the instructors.
4. Forging a signature on any college document.
5. Damaging or stealing College documents and/or equipment.
6. Violating the Identity and Access Management Policy and Information Security Policy in an attempt to misuse the College technology or College networks for academic purposes.

Allegations of Academic Integrity Violations

Process for allegations of Academic Integrity Violations

1. An instructor who discovers evidence of cheating, plagiarism, or other forms of academic integrity violations will:

1. a. Notify in writing the Provost's Office and Division Chair of the course of the suspected violation and provide the evidence upon which it is based as soon as possible after the offense is discovered. The Provost's Office and Division Chair will respond to the instructor within two business days.
2. b. The instructor will consult with the Provost's Office and the Division Chair of the course if the student is found responsible for the alleged violation.

2. The instructor will then notify the student of the suspected violation in writing. The student should meet with the faculty member within five (5) business days following the notification to present an explanation to the instructor. After meeting with the student, the instructor may choose not to pursue the matter, or choose to pursue an informal and developmental resolution, or move to a formal charge based on the information provided. If the student fails to meet with the instructor, a decision will be made based on available evidence.

3. If after meeting with the student, the instructor still maintains that an academic integrity violation has occurred, a formal charge will be filed against the student with a penalty imposed as outlined in the course syllabus and in alignment with College policy. The instructor should send a written statement to the Provost's Office that:

a. details the alleged violation and evidence,

b. clearly states the recommended penalty(ies) to be imposed, and

c. includes all supporting documents for the case.

4. The Provost or designee(s) will review the formal charge and recommended penalties and the submitted materials. The decision will be sent to the student, with copy sent to the instructor and Division Chair of the course and student's program. Additionally, the charge will become part of the student record unless successfully appealed.

5. A student has the right to appeal the decision, based on the process below.

Student Appeal Process

If a student would like to appeal the charges, the student has five (5) business days from the time the charge is received to submit an appeal in writing to the Provost's Office. The appeal should include a professional, well-constructed email that includes either identification of new evidence or a violation of the process.

Possible outcomes of the appeal include affirmation of the initial decision, adjustment of the sanction, or dismissal of the charges. All parties will be informed of the outcome of the appeal, in writing. If the outcome of the appeal is a dismissal of the charge, no details will be maintained in the student record.

All decisions will be rendered within a reasonable amount of time from receiving the appeal.

If the charge is severe enough to warrant dismissal, the student will be withdrawn from all current coursework and suspended from the institution. A notation of "suspension dismissal" will be noted on the student's transcript.

Student Classroom and Professional Conduct Policy

Keuka College acknowledges the obligation to uphold and promote high standards. These standards include course conduct and, for some academic programs, professional standards and dispositions. Course conduct includes all behavior in the classroom, online, Field Period®, cocurricular activities, and out-of-class academic work. Professional standards and dispositions, such as moral character and ethical practice, can be found in specific academic program handbooks. Students whose course conduct behavior violates the Student Code of Conduct (p. 50) will be referred to the student conduct process and outcomes of this process may be shared with specific academic programs that possess professional standards and disposition requirements. Course conduct that does not violate the Student Code of Conduct but violates professional standards and disposition requirements will be referred to the appropriate academic division for review.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., repeated outbursts from a student that disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum), and the inappropriate use of any electronic device that disturbs others.

Discriminatory or abusive language, racial or sexual harassment, and/or documented evidence of behavior significantly inconsistent with Keuka College's values constitutes cause for Student Code of Conduct action and review of academic programmatic standing. As developing professionals, students are expected to accept responsibility, to observe deadlines, and to react positively to constructive criticism.

Class Attendance Policies

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

It is the prerogative of each individual instructor 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 along with any implications for grading. The attendance policy set forth by the instructor in the syllabus should be adhered to in order to meet course outcomes and achieve academic goals.

Unplanned Absence

If students are absent because of a family emergency or bereavement, it is their responsibility to notify their instructors or the Dean of Students. The Dean of Students and the students' advisors can provide supportive resources for students during this period of time. Students have the responsibility to consult with their instructor(s) upon their return about completing missed work.

Planned Absences

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 to better assure successful completion of the course. Student-athletes should adhere to the Student-athlete Attendance Policy. (p. 98)

Temporary Adjustments

In some cases, the Office of Student Accessibility (OSA) may offer reasonable, short-term academic adjustments to support students experiencing transient (short-term) issues such as surgery, mental health concerns, concussions, and car accidents. Students who have questions related to the request process may contact the Office of Student Accessibility via email at student-accessibility@keuka.edu. Note: academic adjustments do not extend to short-term illnesses such as the flu or COVID. In these cases students are encouraged to contact instructors directly to report an absence and seek services from the Health and Counseling Center.

Protected Accommodations

Students who believe their absence is protected under federal or state guidelines (Title IX) are encouraged to contact the Dean of Students. However, accommodations that are made in accordance with federal and state guidelines will be considered excused absences. Students with disabilities related to class attendance should consult the Accessibility Services for Students with Disabilities Policy to request accommodations.

Attendance Definitions

Instructors are encouraged to update course-specific attendance policies in each course syllabus. Instructors are also strongly encouraged to record their class attendance in KC Self-Service. During the first week of class, it is a federal Title IV requirement to confirm attendance of students through the census day processes. Any course using multiple instructional methods as outlined below will use the attendance criteria for all instructional methods as listed below:

Attendance at the College for online courses includes:

- Submitting an academic assignment;
- Taking or submitting an exam;
- A posting by a student showing the student's participation in an online study group that is assigned by the College or attending a study group that is assigned by the College; and
- Participating in or posting by a student in a discussion forum showing the student's participation in an online discussion about an academic matter or visibility in Moodle.

Attendance at the College for hybrid courses includes:

- Attending a class in-person or virtually where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking or submitting an exam;
- A posting by a student showing the student's participation in an online study group that is assigned by the College or attending a study group that is assigned by the College; and
- Participating in or posting by a student in a discussion forum showing the student's participation in an online discussion about an academic matter.

Attendance at the College for in-seat courses is defined as:

- Attending a class in-person where there is an opportunity for direct interaction between the instructor and students

Student Athlete Missed Class Policy

As a NCAA Division III institution, Keuka College's emphasis is on the academic success of each student-athlete. Our student-athletes are here, first and foremost, to receive an outstanding education. The Keuka College community recognizes that intercollegiate athletics have a significant positive effect on students who choose to participate.

Keuka College student-athletes are considered representatives of the institution; as such, it is the responsibility of each student-athlete to assure that participation in practice and competition is done so without the sacrifice of academic achievement.

The policy outlined below applies to student-athletes for athletic competitions. In congruence with NCAA policy, students participating in Keuka College athletics shall not be penalized for an absence due to an athletic contest as long as the student notifies the instructor prior to the absence according to the procedures below. This means that students will be allowed to make up any work missed due to the excused absence without penalty, and the absence will not be counted against the students. This policy includes final exams which may conflict with end of term playoff games or other competitions. In these instances, students must notify faculty as soon as the conflict is identified.

Student-athletes are required to prioritize academic responsibilities over athletic practice sessions - as such, this policy does NOT excuse a student-athlete to participate in a regular practice session. In general, the daily time of intercollegiate practices is 4:00-6:30 p.m. There will, however, be days when an athletics contest conflicts with class schedules. The following action steps will be conducted to minimize potential conflicts with faculty members:

1. The Athletic Department will share away contests and departure times for fall, winter, and spring sports teams to the Faculty Athletics Representative (FAR).
2. Ultimately, the student-athletes are responsible to meet with the individual faculty member one week in advance to discuss submission of assignments, quizzes, exams, etc.
3. The FAR will be the intermediary between student-athlete and faculty member if warranted.
4. When potential conflicts emerge for spring postseason games and finals week, the Athletic Department will communicate with the FAR with as much advance notice as possible.

In instances where a student-athlete is at risk of successfully completing a course, the faculty member is encouraged to notify the FAR.

Religious Observance Accommodations

Keuka College is committed to respecting the religious beliefs and spiritual traditions of its entire community of faculty, staff, and students, and will comply, in good faith, with all relevant portions of the New York State Law and the Office of Civil Rights on religious observances. Students unable to complete coursework, attend class, and/or athletic practice/contest because of religious beliefs or spiritual traditions will be provided an equivalent opportunity to make up any absences, examinations, study, work requirements, or practice with no adverse or prejudicial effects.

This process is intended to guide a student who needs an exemption if a religious holiday conflicts with classroom or athletic responsibilities. To avoid last minute complications, students should complete this process prior to the start of the semester, leaving time for the faculty/coach and student to make the necessary arrangements. Submissions after the start of the semester will be considered on a case-by-case basis.

The College's process to assist a student seeking a religious exemption from classroom or athletic responsibilities is as follows:

1. The student meets with the College Chaplain to learn steps on how to advocate for an exemption request. If the student wants to go forward with the exemption request, the student will provide the names of the faculty member(s)/coach to whom the request is being made, complete the Religious Exemption for Class or Class Work form, and the chaplain will notify the faculty member/coach that an exemption request has been made.
2. Students meet with faculty member/coach to make arrangements to satisfy class, classwork, or practice requirements.

3. If there are problems in honoring the exemption, either party can appeal to the College Chaplain for assistance who will then notify the Provost (Academics) or VP for Student Development (Athletics) to step in and resolve the issue. The student and faculty member/coach will complete the Religious Exemption Agreement form together. (Form to be submitted by the faculty member.)

Please note:

- Religious Exemptions for Class must be submitted annually.
- Students are encouraged to keep a copy of the documentation that has been submitted.
- While the timelines noted in this process are the standard, exceptions may be made for extenuating circumstances.

Please refer to the Student Handbook for policies regarding religious exemptions for housing and/or dining services.

Policy on Remote Instruction

Keuka College reserves the right to make planned and unplanned pivots in modality of instruction from face-to-face to either hybrid or remote delivery without warning. These decisions are often dynamic and may result due to the best interest of public health and safety or may arise from inclement weather or other natural phenomenon, at the discretion of the College. It is the responsibility of the student to ensure they have access to and functional command of the appropriate instructional technologies to maintain their continuity of learning without disruption.

Human Subjects Research

The Keuka College Institutional Review Board (KC IRB) is a committee composed of members of the College community, appointed by the Provost, who review and monitor human and animal subjects research by Keuka College faculty, staff, and students. The KC IRB reviews proposed research, within its purview, in accordance with federal regulation, state law, and institutional policy.

Policies, procedures, forms, and guidance can be found on the KC IRB SharePoint site. Questions can be directed to the KC IRB Chairperson at irb@keuka.edu.

Student Information Security Policy

See Policy Statements

Veteran Friendly Policy

Keuka College is a Yellow-Ribbon college and is committed to serving military service members, veterans, spouses, and family members of military personnel. In accordance with the Principles of Excellence for Education Institutions established by the United States Department of Education (E.O. 13607), the College will provide equivalent opportunities to make up any absences, examinations, study, or work requirements for students who miss class due to military service that is less than 30 days. It is the duty of the faculty and administrative officials to exercise the fullest measure of good faith in providing students with such equivalent opportunities to make up any work or examinations missed, with no adverse or prejudicial effects for the student(s). Such measures may include assigning the grade of Incomplete and identifying specific dates for coursework to be completed. If a student's military service amounts to more than 30 days, the Provost or designee will automatically withdraw the student from all classes. Appropriate documentation of military service will be required by the Provost or designee.

Third Party Provider Policy and Risk Management

I. Purpose

Keuka College is responsible for ensuring the quality, ethics, integrity, and transparency of all activities conducted in its name, including services and educational programming delivered by third-party providers ("TPP"). Keuka College is committed to the thorough review of the quality and integrity of institutional services and programs delivered through partnerships with TPP. The purpose of this policy is to outline Keuka College's expectations for its work with TPP to ensure educational quality, as well as to demonstrate compliance to the US Department of Education regulations and Middle States Commission on Higher Education (MSCHE) policy and procedures for TPP.

II. Definitions

The following definitions are in alignment with Middle States Third Party Provider Policy and Procedures (Revised January 1, 2024) and the US Department of Eduation definitions.

Educational Program. An educational program is a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate or other recognized educational credential.**Online program manager (OPM)**. Online providers that generally provide technology-related support or services to assist institutions with the delivery of online or distance education programs. Such services may include but are not limited to the learning management system (LMS), instructional design, market research, marketing and student recruiting, enrollment management, and/or student retention services. (definition adapted from Government Accountability Office, or GAO)

Third-Party Provider. A Third-Party Provider (TPP) is an entity, institution, or organization that has a contract or written arrangement to provide services to the institution. Ineligible or non- accredited means it is not accredited by a United States Department of Education (USDE) recognized accreditor and is not certified to participate in Title IV programs. Examples of these services include: (1) educational services such as teach/instruction, tutoring/ advising/ counseling, curriculum development, admission services, marketing/advertising/recruitment, online program manager (OPM), international student management (2) student support services like food or dining, or (3) operational or business functions like procurement, Information Technology or Human Resources.

Third-Party Servicer. An individual or private profit or non-profit organization that enters into a contract with an eligible institution to administer, through either manual or automated processing, any aspect of the institution's participating in any Title IV/HEA program, including but not limited to, services and functions necessary such as those that: (1) determine a student's eligibility for Title IV funds, (2) account for Title IV funds, (3) deliver Title IV funds to students, or (4) perform any other aspect of the administration of the Title IV programs.

Written Arrangement. A written arrangement is where an institution outsources some portion of one or more of its educational programs or educational business operations to a third-party provider that is not accredited. For purposes of substantive change, the institution is outsourcing more than 25 percent of credit-bearing educational programs to another institution or organization that is not certified to participate in Title IV HEA programs. This includes international institutions and OPMs.

III. Types of Arrangements Covered

This Policy covers arrangements with a TPP, which is an entity, institution or organization that has a contract or written arrangement to provide services to the institution. The covered arrangements include those related to:

1. Delivery of student learning opportunities such as non-credit, workforce development, internships, clinical experiences, student teaching and/or credit- bearing educational programs;
2. Student Support services such as advising, counseling, tutoring, international student management, marketing, recruitment, advertising, campus safety, food or dining services;
3. Services for assessment of student learning;
4. Operational or business functions of the institution, such as procurement, information technology, or human services.

Contracts solely for goods, books, supplies, products, equipment or software programs are not subject to this policy.

IV. General Responsibilities

Any contract, articulation agreement, or transfer agreement with a TPP must ensure that Keuka College retains responsibility for: management, assessment, oversight and support of the third parties that deliver services and programs on its behalf.

A. At a minimum, all such contracts must address the following:

1. Description of the services provided by Keuka College;
2. Description of the services provided by the TPP including how such services will be delivered and what percent, if any, of credit-bearing educational programs the third-party will deliver;
3. Period of agreement;
4. Institution that will award credit and degree, if applicable;
5. Compensation for services by each party, including compensation of faculty;
6. Terms of evaluation and oversight procedures;
7. Conditions under which the contract may be terminated and/ or renewed;
8. Protections for students if a contract is terminated or amended, if applicable;
9. Procedures for addressing grievances;
10. Venue for addressing perceived breach of contract, including appropriate legal jurisdiction.

Contract owners shall ensure that all necessary internal and external approval requirements for written arrangements, contracts, and/or agreements with third-party providers are obtained before any agreement can be formalized, including but not limited to working with Keuka College's Information Technology department for any needed data requirements.

B. Any agreement should ensure that Keuka College retains responsibility and oversight, including regular evaluation, of the following functions:

1. Marketing, advertising, and recruitment materials;
2. Admissions criteria;
3. Tuition and fees;
4. Enrolled student records, including measures for privacy and security of such records;
5. Faculty qualifications and appointment;
6. Curriculum planning;
7. Course/ program content and rigor, including any intellectual property;
8. Outcomes assessment for student learning;
9. Academic advising and support services;
10. Awarding of course credit or degrees;
11. Transcripts.

C. Keuka College, prior to any signing a contract with a TPP, shall conduct a risk management assessment. Third-party risk management (TPRM) refers to the activities and policies designed to identify, assess, and mitigate the potential risks from products and services provided by outside vendors, suppliers, contractors, or service providers.

TPRM involves understanding the potential risks external parties may pose to an organization's operations, data security, reputation, and regulatory compliance. Those risks encompass areas including information security, data privacy, regulatory compliance, business continuity, basic functionality (ensuring technology products and services function as intended, without breaking anything else), accessibility, and ethical considerations.

D. Keuka College must obtain internal and external approvals for any TPP arrangements as set out in the College's academic and non-academic policies, including its Contracts Policy and Table of Decision Making Authority, or as otherwise required by the College's Board of Trustees, NYSED, US DOE, MSCHE, or other accrediting body:

1. In any case where the College plans to outsource 100% of its key business operations or functions (e.g., IT, maintenance, security, etc.), it must obtain express approval from the President.

2. In any case where the College plans to enter into a contract with an institution, whether a state-run, private for-profit or non-profit organization, to administer any aspect of the College's participation in any Title IV HEA program, there must be express approval of the President.
3. The College must obtain prior written permission, in the form of a substantive change request, from MSCHE in the following scenarios:What a TTP will deliver 25% or more of an educational program;

- When the institution outsources some portion of one or more of its educational programs or educational business operations to a TPP that is not accredited (meaning it is not accredited by a US Department of Education recognized accreditor and is not certified to participate in Title IV programs), or
- When an online program manager (OPM) will deliver 25% or more of a credit-bearing educational program. Such written arrangements for "delivery of the educational program" include any of the following: teaching, instruction, curriculum development, instructional design, online delivery of courses, assessment of student learning, marketing/recruitment, student support services, tutoring and/or advising.
- The College must provide required notifications or obtain prior approvals from MSCHE in cases where less than 25% of a credit-bearing educational program is provided by a TPP.

E. Changes or additions to Third Party Provider Policies and Regulations from the US Department of Education or Middle States Commission on Higher Education may require revision of contracts and/or submission of a substantive change to Middle States. As soon as the College becomes aware of a changed regulation or requirement it will conduct a systematic review of agreements and submit changes and/or required reports in a timely manner.

V. Assessing and Reporting Third Party Providers

A. Keuka College will regularly conduct assessment and evaluation of all TPPs, as appropriate, by an appropriately credentialed representative of the institution. Assessment should be ongoing for coordination, feedback, and continuous improvement, while also including periodic reporting from the TPP at a frequency determined by the College as well as documented evaluation from the College, at minimum on an annual basis. TPP contracts must include provisions for oversight, assessment and coordination with Keuka College and these must be operationalized for the contract to remain in effect.

Such assessment may include: institutional data and research, student feedback, observations from Keuka College employees, ease of planning and scheduling, adequate completion of contracted performance data, key performance milestones, and partner institutions' or organizations' capacity to support Keuka College students.

B. The College's independent internal auditor (Controller) in conjunction with the relevant offices and divisions shall conduct periodic reviews to ensure compliance of all aspects of the policies and procedures relating to approval and administration of contracts with TPPs.

C. The College will conduct a periodic review of the assessment of TPPs. The College will inform TPPs of any changes to oversight, assessment, and evaluation of their services, and modify contracts if necessary.

D. As required by regulations, the College will disclose when a portion of an educational program is delivered by a third-party. Such disclosure will be made on the website and in the Keuka College Record and will include:

1. a description of the arrangement,
2. information related to the portion of the educational program provided by the TPP,
3. method of delivery, and
4. estimated additional costs (if any) that students may incur as a result of such enrollment.

VI. Record-Keeping

All TPP agreements will be maintained in a central database and be available for regular review by the institution or representatives of the Middle States Commission on Higher Education. At a minimum, the College will maintain the following:

1. Complete list of third-party providers delivering student learning opportunities,
2. Name of educational program, percent of program, and description of services (for agreements related to IV.D.(3)),
3. Written agreement or arrangement with the TPP, and
4. Evidence of evaluation of the TPP.

VII. Policy Review

This policy will be reviewed annually or as needed, and updated according to the institutional procedure for updating College-wide policies.

SARA Complaint Process

Keuka College participates in the State Authorization Reciprocity Agreement (SARA), allowing students to take online courses across state lines. Keuka College's distance education programs are offered under the approval of the National Council for State Authorization Reciprocity Agreement (NC-SARA).

SARA consumer protection provisions require the institution's home state (New York), through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

Keuka College strives to offer a positive and enriching educational experience in its online offerings. However, a situation may arise in which a student wishes to express a concern or complaint. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA) must first be filed with the institution to seek resolution. If a student has a complaint about their online program, they are directed to contact the Provost's Office. Complaints related to grades, academic processes, and general student conduct issues are not covered under the SARA distance education complaint procedures. The Student Complaint Policy, outlined in the Student Handbook, will apply. Your concern will be reviewed and addressed in a fair and timely manner.

If a student has followed the grievance procedures and the issue remains unresolved, the student may contact the institution's home state SARA Portal Entity within two years of the incident in which the complaint is made to appeal the institution's decision. The student must provide documentation of the institutional appeal as evidence that all internal procedures have been exhausted. At that point, the student has the right to file a complaint with the New York State Office of College and University Evaluation (OCUE).

Contact information for the New York State Portal Entity (SPE) is below:

Andrea Richards
Supervisor of Higher Education Programs
IHEauthorize@nysed.gov
518.474.1551
New York State Education Department
89 Washington Avenue
Albany NY 12234

Questions and answers on the New York State Complaint Procedures are available at New York State Complaint Procedures | New York State Education Department.

The NC-SARA Complaint process, including complaint resolution policies and procedures, is further detailed on the NC-SARA website.

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a non-profit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

Student Records and Academic Rights

Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law which states (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Academic Rights and Freedom of the Student

- The student is responsible for cooperating with the instructor to promote, in the classroom and in conference, an atmosphere conducive to teaching and learning, free discussion, inquiry and expression.

- The student is responsible for knowing and maintaining standards of academic performance established for each course in which the student is enrolled.
- The student is responsible for learning the content of any course in which the student is enrolled.
- The student is responsible for evaluation of the instructor's performance in the course solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Information about an instructor's views, beliefs, and political associations, which the student acquires during the student/instructor relationship, should be considered confidential.

Records Retention Schedule

Document	Retention Table
Academic Record	Permanent
Registration Changes	6 years after Conferral or LDA
Withdrawal/LOA/TAL Forms	6 years after Conferral or LDA
Exception to Policy	6 years after Conferral or LDA
Change of Grade	Permanent
Catalogs	Permanent
Commencement Programs	Permanent
Enrollment Verifications or Professional Applications	6 years after Conferral or LDA
Individualized Instruction and Independent Study Applications	6 years after Conferral or LDA
Student Initiated Majors	6 years after Conferral or LDA
Transcript Requests	Permanent
External Transcripts (students who enrolled)	6 years after Conferral or LDA
External Transcripts (students who did not enroll)	2 years after Conferral or LDA
Degree Audit	Permanent

**LDA = Last Date of Attendance*

For questions, please contact the Office of Records and Registration.

FERPA Policy

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law which states (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Definitions:

Academic Record: Records associated with the student's academic history during their time of enrollment the College. Examples include registration information, grade changes, internal transcripts, and approved leave documentation and/or withdrawal documentation.

Financial Record: Records associated with the student's financial history during their time of enrollment at the College. Examples include a history statement, a copy of FAFSA documents, and tax information.

FERPA: Family Educational Rights and Privacy Act. It is also referred to occasionally as the Solomon Amendment or Buckley Act.

Student: Any person who is or has been in attendance at the College where the College maintains education records or personally identifiable information on the person. However, the term does not include a person who has not been in attendance at Keuka College. The term attendance does not include specific daily records of a student's attendance at the College.

Parent: A parent is defined as a natural parent, an adoptive parent, or the legal guardian of the student. Verify that a person is a parent by reviewing the income tax return that shows the student as a dependent (IRS Code, Sect. 152) in the most recent tax year.

Disclosure: To permit access, transfer or communicate student information to any party in any form.

Legitimate educational interest: The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

Directory information: At its discretion, the College may provide directory information in accordance with provisions of the Act without prior written consent from the student.

Non-directory Information: Information that CANNOT be disclosed without the student’s signed written consent. Non-directory information includes everything that is not included in directory information, for example grades, GPA, and class attendance.

Access to Student Records

No one outside the college shall have access to any students' education records nor will the college disclose any information from such records without the written consent of students except:

- to personnel within the institution;
- to officials of other institutions in which students seek to enroll;
- to persons or organizations providing student financial assistance;
- to accrediting agencies carrying out their functions;
- to persons in compliance with a local, state, or federal court order;

- to persons or organizations conducting studies sanctioned by the college which will not permit the personal identification of students and their parents by persons other than those conducting the studies;
- to government representatives seeking information in connection with the audit and evaluation of federally and state-supported educational programs;
- to persons in an emergency in order to protect the health or safety of students or other persons.

Students may opt out of their directory information being shared with approved third-party entities by notifying the Office of Records and Registration in writing. Requests for non-disclosure must be renewed each academic year. Failure on the part of any student to request in writing that information be withheld will indicate approval for disclosure.

FERPA Amendment of 2011

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances in which a student's educational records and personally identifiable information (PII) contained in such records - including a student's Social Security Number, grades, or other private information - may be accessed without a student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without a student's consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from a student's education records, and they may track a student's participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

College Officials and Student Records Maintained at Keuka College

Within the Keuka College community, only those members, individually or collectively, acting in students' legitimate educational interest will be allowed access to student education records. A school official has a legitimate educational interest when the official needs to review an education record in order to fulfill his or her responsibility on behalf of the college, such as when the official is performing a task that is specifically noted in the job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid. The final determination of legitimate educational interest will be made by the Office of Records and Registration.

College officials are defined as:

- A person employed by the college in an administrative, supervisory, academic, research, or support staff position, including Campus Safety and Residential Life staff;
- College employees who are part of the student's success team, including academic advisors, coaches, residential life staff, financial officers, and academic personnel;
- Individuals or entities volunteering on behalf of the college, or with whom the college has contracted to provide a service, instead of using college personnel (e.g., an attorney, auditor, or vendor) and who are under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records;
- Individuals serving on the Board of Trustees; and

- Students conducting college business where a legitimate educational need to know has been vetted and identified (e.g., serving on official committees, student employees, assisting another school official in performing job-related duties).

It is college policy to destroy records in accordance with the College record retention policy.

Directory Information

At its discretion, the College may provide directory information in accordance with provisions of the Act without prior written consent from the student. The following student information has been designated public and may be disclosed by the college for any purpose, at its discretion: name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, class level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended.

Students are required to report and keep current their local and home addresses. Changes in residence hall addresses are automatically kept current by the Residential Life Office. Off-campus students must provide local address information as a condition of living off campus. Failure to keep personal information current can result in the College inadvertently sending information to physical and/or electronic addresses that are no longer associated with the intended individual.

Rights of the Student

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

- The right to inspect and review the student's educational records within 45 days of the day the College receives a request for access. Students should submit written requests to the Office of Records and Registration that identify the record(s) they wish to inspect. The Office of Records and Registration will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Office of Records and Registration, they will direct the student to the appropriate department of the College.
- The right to request the amendment of the student's educational records that the student believes is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend a record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing. Additional information regarding the hearing process will be provided to the student in writing once the hearing has been scheduled.
- The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to college officials with legitimate educational interests. The definition of a school official with legitimate educational interest appears in the definition section of this policy.
- Another exception is required by the Solomon Amendment (32 CFR Part 216, RIN 0790-AG42). This amendment prescribes that the College must release all requested directory information, which is required by the Secretary of Defense for military recruiting purposes.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520.

The FERPA waiver form can be found on the Office of Records and Registration website. Students must submit a new form each time they wish to change their FERPA consent terms. Students wishing to review or amend their academic records must contact the Office of Records and Registration. 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. This exception is only to be made during the period of the emergency, and does not constitute the release of all personally identifiable information (PII) from the student's records. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of Records and Registration (registrar@keuka.edu).

Name Change Policy

Policy on Personal Information Changes

Students are required to keep their legal name, address(es), and emergency contact information up to date. Information on how to update personal information can be found below. If students do not keep their personal information current by following the procedures outlined below, their identifiable information on record will be used.

Legal Name Change
Students are required to fill out the proper form as found on the Office of Records and Registration website to change their legal name. Students are also required to provide any of the following legal documents to accompany the form: Photo ID, marriage certificate, passport, birth certificate, Social Security card, divorce decree, or court order.

Change of Address
Addresses can be changed through the KC Self-Service student portal under the personal information tab. Once a student has submitted their address change through KC Self-Service, the Office of Records and Registration will verify the address within two business days.

Other Personal Updates
Emergency Contacts, personal email address, and phone numbers may also be changed through the KC Self-Service student portal. Students may access the personal information tab by logging into KC Self-Service.

Students who have questions on updating their personal information should contact the Office of Records and Registration.

Keuka College Chosen Name and Personal Pronoun Policy

To foster an environment that is inclusive and encourages self-expression, Keuka College has established a policy whereby any current student may use a chosen first and/or middle name and personal pronouns at the College. We strive to have this name used wherever a legal name is not required and for our College community to use chosen personal pronouns. Please review the information below to make the best decision about your choices.

Keuka College recognizes that students may identify themselves with names other than their legal names and/or personal pronouns that differ from their sex assigned at birth. The College also acknowledges that a chosen first name and/or personal pronouns should be used whenever possible in the course of a student's education to ensure a supportive academic and living environment that will facilitate a healthy and welcoming educational and personal experience for the student. Therefore, consistent with its general practices for amending students' records, Keuka College will permit the use of a chosen first name and/or personal pronouns, provided that such use is not for the purpose of misrepresentation (using inappropriate names or using the process to avoid a legal obligation).

Some records used by the College (e.g., Financial Aid, Community Standards & Student Intervention, external and internal health records used when communicating with insurance or other providers, F-1 & J -1 VISA) are required to carry legal names and, thus, are unable to accommodate any name other than the student's legal name. Students should refer to the table below to know when the College uses chosen or legal names.

Record	Chosen Name	Legal Name
Course rosters (for instructors)	Yes	
Student Success Systems	Yes	
External health records		Yes
Internal health records (to the extent possible) we will address the student by chosen name in both health and counseling but all internal and external documents for health, must have the legal name for insurance, lab and radiology etc. reasons.		Yes
Student conduct records (Maxient)		Yes
Housing records	Yes	
The student's College identification card	Yes	
Active directory, Azure Active directory, Google admin, Microsoft Teams	Yes	
E-mail	Yes	
Diploma (for a diploma, you must email registrar@keuka.edu 30 days before degree conferral, requesting your approved chosen name)	Must be requested by the student	Yes
Student Bills		Yes
Financial Aid		Yes
Tax Documents		Yes
Payroll		Yes
Transcript		Yes
F-1 & J-1 VISA Records (for international students)		Yes
College mailings sent to home address		Yes

Personal Pronouns

The use of personal pronouns provides one way for students to identify themselves and their gender identity/expression. Personal pronouns will appear on course rosters and on the advisor's view of the student. Personal pronouns do not appear in the Campus Directory. Students can expect their chosen first name and personal pronouns to be honored within the College's community with other students, faculty, and staff.

Registering a Chosen First Name and/or Personal Pronouns

In order to notify the College of a chosen first name and/or personal pronouns, students are required to complete a Chosen First Name and Personal Pronouns Request Form.

Please be advised that changing to a chosen name in the College's student records is not the same as legally changing a name through the courts and students may be challenged when asked to provide proof of a legal name and/or identity for employment or government purposes, such as obtaining a passport.

The College encourages students to give serious consideration to the request to use a chosen first name and/or personal pronouns. Inappropriate use of this policy may be cause for denial of the request. Individuals are free to select their chosen first name and/or personal pronouns, provided it is not for the purpose of misrepresentation (using inappropriate names or using the process to avoid a legal obligation).

Enrolled students who wish to change their legal name on College records, must fill out the change of name form found on the Office of Records and Registration homepage.

New students who indicated a chosen first name and/or personal pronouns during the application process must submit the form required by this policy to ensure that chosen first name and/or personal pronouns are recorded upon enrollment.

Students who wish to delete their name change request must resubmit the form. This policy and process is not intended to update names of record to nicknames of a diminutive of the student's legal name.

Applied Health and Wellness

The Division of Applied Health and Wellness is the interdisciplinary home of undergraduate programs in community health and wellness and health sciences. The Division offers a dual degree (B.S./M.S.) in Occupational Therapy and qualifies graduates to be professionally licensed occupational therapists.

The Division of Applied Health and Wellness Studies empowers Keuka College students to make informed decisions and inspires them to pursue life-long wellness. Through the study of health and wellness, students will also acquire the knowledge necessary to help others achieve constructive health behaviors and enhanced functional capacities.

Our programs combine studies in health, wellness, and the liberal arts to help students develop skills that are an important foundation for lifelong learning and service to others. Our academic programs provide excellent classroom and hands-on experiences that equip graduates for entry-level employment and/or graduate study in disciplines associated with health, wellness, and rehabilitation.

Student learning is enhanced through direct engagement during hands-on laboratory experiences, supervised Field Period ® experiences, research experiences, and service-learning opportunities both on campus and in the community.

Community Health and Wellness

Keuka College offers a Bachelor of Science in Community Health and Wellness with concentration options in Health Administration or Human Services. The Community Health and Wellness major is for students who are interested in non-clinical careers in the health care field. Career options may include medical case management, corporate wellness, medical claims adjuster, human services, medical sales, pharmaceutical manufacturing and distribution, administration, and more. The degree will allow students the foundational knowledge and skills to enter one of the nation's fastest-growing job sectors and/or transition to graduate education in their chosen concentration.

Graduates from the Community Health and Wellness program may also be qualified to enter either a graduate or professional health service program, such as health services administration, public health, health informatics, or hospital administration.

The Community Health and Wellness curriculum includes courses that develop foundational knowledge in psychology, business, health care ethics, and population health. The capstone course includes small project teams with faculty advisement to complete a scholarly culminating capstone project.

Community Health and Wellness, Bachelor of Science

CIP: 51.0001
HEGIS: 12.01

Major Requirements / Minimum Cumulative GPA: 2.000

Complete ALL of the following

BIO-135	General Biology I†*	4
BIO-202	Human Biology†*	4
BUS-101	Introduction to Business and Society	3
ECO-211	Principles of Microeconomics†*	3
PHL-115	Ethics†*	3
PSY-101	Introductory Psychology†*	3
SOC-101	Introduction to Sociology†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 26

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete ALL of the following

CHW-101	Health Services Introductory Seminar	1
CHW-201	Introduction to Health Care Systems	3
CHW-220	Introduction to Pathophysiology for Community Health	3
CHW-232	Research Methods for Health Sciences†	3
CHW-311	Theoretical Principles in Health Behavior	3
CHW-312	Happiness, Well-Being and Health	3
CHW-411	Epidemiology and Public Health	3
CHW-412	Health Promotion and Prevention Policy	3
CHW-421	Capstone I	3
CHW-422	Capstone II	3

Subtotal: 28

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

Choose One Concentration

Select one 15-credit concentration from Health Administration or Human Services.

Health Administration Concentration

Complete the following.

ACC-101	Accounting I: Introduction to Financial Accounting	3
BUS-410	Entrepreneurship	3
HRM-208	Human Resources Management	3
MGT-345	Organizational Behavior†	3
MGT-351	Small Business Management	3

Subtotal: 15

Human Services Concentration

Complete all of the following.

POL-120	American Government†	3
PSY-333	Brain and Behavior†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SWK-331	Youth Services Delivery System	3

Subtotal: 15

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Health Sciences

Keuka College offers a Bachelor of Science (B.S.) in Health Sciences that provides students with the opportunity to study health care systems, health promotion, and health research methods. Students develop foundational knowledge in biological sciences including human anatomy and physiology, physics, and chemistry. This program provides a solid grounding in the liberal arts and sciences, including coursework in the social determinants of health, medical ethics, and population health. Our special focus on experiential education, along with a specially designed capstone experience, guides students toward immediate employment in health promotion or toward continued graduate study in a variety of allied health fields.

In addition to other graduate school options, students in the Health Science degree may enroll in a Doctor of Chiropractic 3+3 or 4+3 program with Northeast College of Health Sciences. Interested students should consult with their academic advisor as early as possible to explore this program.

Health Sciences, Bachelor of Science

CIP: 51.9999
HEGIS: 1201.00

Major Requirements / Minimum Cumulative GPA: 3.000

Math Prerequisite

Obtain a Math Placement Score of 4 or complete MAT-105 with a minimum grade of C.
This is a prerequisite for enrollment in MAT-106 below

MAT-105	Pre-Calculus†*	3

Subtotal: 3

Program Support Courses

Complete all of the following with grades of C or higher

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†	4
MAT-106	Calculus I†*	4
PHL-115	Ethics†*	3
PHY-201	General Physics I†	4
PHY-202	General Physics II†	4
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
SOC-101	Introduction to Sociology†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 54

Health Sciences Course Requirements

Complete all of the following Health Sciences courses with a grade of C or higher for the major:

CHW-101	Health Services Introductory Seminar	1
CHW-201	Introduction to Health Care Systems	3
CHW-220	Introduction to Pathophysiology for Community Health	3
CHW-232	Research Methods for Health Sciences†	3
CHW-311	Theoretical Principles in Health Behavior	3
CHW-312	Happiness, Well-Being and Health	3
CHW-350	Clinical Neuroscience for Health Professionals	4
CHW-411	Epidemiology and Public Health	3
CHW-412	Health Promotion and Prevention Policy	3
OCC-333	Clinical Kinesiology	4
Subtotal: 30		

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Occupational Therapy

Daisy Marquis Jones Program in Occupational Therapy

Occupational therapists (OT) help people across the lifespan participate in the activities they want and need to do. For example, OTs help children with disabilities to participate fully in school and social situations, help people recover from injury to regain skills, and provide 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.

Occupational Therapy Vision Statement

To educate and inspire outstanding occupational therapy practitioners, leaders, and scholars.

Occupational Therapy Mission Statement

The occupational therapy program at Keuka College provides an exceptional education that integrates a liberal arts foundation and a commitment to experiential and lifelong learning. We strive to create a supportive environment encouraging students' critical thinking and growth. We value leadership, scholarship and interprofessional collaboration. Keuka College graduates will occupy diverse workforce roles that contribute to the health and wellness of individuals, populations and society.

Occupational Therapy Program Philosophy

Beliefs About Humans' Occupational Performance and Learning
Consistent with American Occupational Therapy Association's (AOTA) philosophy of occupational therapy education and the philosophical base of occupational therapy, the curriculum of the OT Program at Keuka College examines human performance and participation in meaningful everyday occupations, across the lifespan, in many contexts. We believe "occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation" (AOTA, 2017, para. 4). We also view students as occupational beings. We believe that students learn most effectively when they are positively engaged, supported, and encouraged to develop the skills and confidence to facilitate their own learning.

Teaching and Learning

The philosophy of teaching and learning within the OT Program at Keuka College is also consistent with the AOTA philosophy of OT education, which states that students are occupational beings who engage dynamically with both the learning context and the teaching-learning process (AOTA, 2018, para. 2).

While each member of the Keuka College OT faculty has a unique teaching approach, we all value the principles of active and diverse learning, collaboration that builds on past knowledge and experience, professional judgment and self-reflection, and lifelong learning (AOTA, 2018, para. 3). We use elements of Bloom's taxonomy to guide the progression of coursework as students move through **Foundations of Practice** phase for the OS and OT program. Years three and four lead to the conferral of a B.S. degree in OS and is referred to as the **Clinical Integration** phase of the program. The fifth and final year leads to the conferral of an M.S. degree in OT. This is referred to as the **Leadership & Scholarship** phase of the program.

The OT Program at Keuka College is committed to developing practitioners who provide compassionate, evidence-based, and client-centered services to individuals, groups, communities, and populations. Our students are expected to embrace self-directed learning, to demonstrate active and respectful engagement in the educational process, and to be committed to the process of becoming healthcare professionals. The faculty endorses the following principles that guide our teaching and define our program by:

1. setting high standards for academic performance, clinical competence, and professional behavior. We strive to be both challenging and fair, and to serve as role models to our students for professionalism, compassion, and clinical excellence.
2. providing support that recognizes the diverse learning needs of our students, and we value the relationships we form through small class sizes, consistent and intentional advisement, and individualized instructional approaches. Students enter the Keuka College Occupational Science program as freshmen, therefore faculty are committed to teaching and advising models that foster students' growth and development as they transition from undergraduate to the professional phase of the OS program and enter the graduate phase of the OT program
3. emphasizing the importance of evidence-based practice, scholarly activity, and critical thinking, since these skills are critical to the development of practitioners, advocates, scholars, and future leaders.
4. integrating experiential learning in many forms across the curriculum, consistent with the vision and mission of Keuka College and The School of Health and Human Services. These experiential activities provide our students with valuable opportunities for professional exploration, skill building, self-reflection, and the development of personal confidence.
5. promoting professional development and the value of lifelong learning throughout all academic and experiential activities

American Occupational Therapy Association (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy,* 71(Suppl.2), 7112410045P1.

https://doi.org/10.5014/ajot.2017.716S06A

American Occupational Therapy Association. (2018). Philosophy of occupational therapy education. *American Journal of Occupational Therapy*, 72(Suppl. 2), 7212410070. https://doi.org/10.5014/ajot.2018.72S201

Academic Curriculum

The occupational therapy program offers a five-year dual degree program that consists of a 4-year bachelor of science in occupational science and 1-year master of science in occupational therapy degrees. The bachelor of science degree does not provide eligibility for certification or licensure in occupational therapy. A master of science degree in occupational therapy is awarded after successful completion of 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.

Occupational therapy is a health care discipline that requires a strong academic curriculum to meet the needs of professional accreditation and public accountability. The curriculum focuses on the disciplines of anatomy, neurosciences, psychology, research, and sociology. Keuka College is a liberal arts and sciences college. As such, the OT program requires students to develop a broad foundation during the first two years of study. These first two years are considered the **Foundations of Practice** phase for our OT program. Years three and four lead to conferral of a B.S. degree in occupational science and are referred to as the **Clinical Integration** phase of the program. The final year completes the master's entry-level OT curriculum and leads to conferral of an M.S. degree in occupational therapy. This is referred to as the **Leadership & Scholarship** phase of the program.

Clinical Practice Experience

The students in the occupational therapy program engage in experiential opportunities throughout their five years of education. During the undergraduate phase of their education, students have the opportunity to spend up to 140 hours annually in a variety of healthcare, educational, and community settings. In addition, students complete two, three-month clinical practice experiences (fieldwork level II) during the undergraduate senior year. The fieldwork level II experiences are the culminating learning experiences in becoming an occupational therapist and must be successfully completed in the senior undergraduate sequence.

Accreditation and Registration

The occupational therapy program is accredited through 2025 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at:

ACOTE
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814
(301) 652-6611
www.acote.online.org

National Board for Certification in Occupational Therapy (NBCOT)

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 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 ultimately, however, required to apply separately for licensure and certification upon graduation. 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
One Bank Street, Suite 300
Gaithersburg, MD 20877-4150
(301) 990-7979
www.nbcot.org

Program Standing

To remain in good standing, students must meet both the Program Academic Standards and the Program Professional Behavior Standards of the OT program. Failure to meet these standards will result in probation or dismissal from the OT program.

Academic Probation

Students failing to meet any of the academic standards of the program will be placed on program academic probation. The following process will be used to determine program standing for violations of academic standards.

1. Students will be notified by the Division Chair and/or OT Program Director in writing when placed on program academic probation with specific reference to the violation. The notification will state the conditions/requirements necessary to return to satisfactory academic standing within the OT program.
2. Students placed on program academic probation will be reviewed after the completion of one additional academic semester for status determination.
3. Upon review, if the student meets all the necessary conditions/requirements of program academic probation, the student will return to satisfactory academic standing in the OT program and will be notified in writing by the Division Chair and/or OT Program Director. If all conditions/requirements of program academic probation are not met, the student will be dismissed from the OT program and will receive a written notification from the program chair.
4. If a student in satisfactory standing within the OT program violates any of the program academic standards a second time, the same probationary/status determination process will be followed.
5. If a student in satisfactory standing within the OT program violates any of the program academic standards a third time the student will be dismissed from the OT program as a student may only be placed on program probation twice.
6. Decisions relevant to retention, probation, dismissal, and appeal do not necessarily impact the student's standing at the college.

Professional Behavior Probation

Professional behavior standards include adherence to the AOTA Occupational Therapy Code of Ethics and the Program Professional Standards. Students who do not adhere to the above-stated standards may be placed on program professional behavior probation. The following process will be used.

1. Students will be notified in writing by the Division Chair and/or OT Program Director when placed on program professional behavior probation with specific reference to the violated standard.
2. If a student demonstrates a second professional behavior violation, they will be notified in writing by the Division Chair and/or OT Program Director with specific reference to the violated standard.
3. If a student demonstrates a third professional behavior violation, they will be dismissed from the OT program.
4. Students placed on program professional behavior probation will be reviewed one semester after the occurrence for status determination.

Admissions Requirements can be found in the Admissions section (p. 15) of the catalog.

Occupational Science, Bachelor of Science

CIP: 51.2306
HEGIS: 1201.00

Major Requirements / Minimum Cumulative GPA: 3.000

A minimum term GPA of 2.750 is required.

Complete all of the following with a minimum grade of C:

BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
CHW-232	Research Methods for Health Sciences†	3
CHW-250	Medical Terminology/Pharmacology	2
CHW-350	Clinical Neuroscience for Health Professionals	4
OCC-101	Orientation to Professional Practice I	1
OCC-102/CHW	Orientation to Professional Practice II	1

102/NUR 102		
OCC-300	Therapeutic Documentation	2
OCC-310	Health Promotion and Occupational Participation	3
OCC-330	Occupation and Theories of Practice	4
OCC-333	Clinical Kinesiology	4
OCC-340	Occupational Engagement Across the Lifespan	3
OCC-347	Determinants of Health Across the Lifespan	4
OCC-430	Therapeutic Approaches to Psychosocial Function	4
OCC-440	Therapeutic Approaches to Physical Function	4
OCC-450	Therapeutic Approaches to Neurocognitive Function	4
OCC-470	Enhancing Occupational Engagement	4
OCC-480	Principles of Practice I	2
OCC-481	Principles of Practices II	2
PHL-115	Ethics†*	3
PHY-110	Introductory Physics†*	4
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
SOC-101	Introduction to Sociology†	3
SS-231	Statistics for Social Science†*	3
Subtotal: 81		

Field Period:

Complete the following:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
OCC-401	Level II Fieldwork I	4
OCC-402	Level II Fieldwork II	4
Subtotal: 17		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Occupational Therapy, Master of Science

CIP: 51.2306
HEGIS: 1208.00

Degree Requirements / Minimum Cumulative GPA: 3.000

OCC-521	Scholarship in Occupational Therapy I	4

OCC-522	Scholarship in Occupational Therapy II	4
OCC-535	Contemporary Issues	3
OCC-555	Community Outreach and Advocacy	4
OCC-565	Interdisciplinary Practice	4
OCC-575	Advanced Clinical Application	3
OCC-585	Practice Excellence	4
OCC-586	Leadership & Management of Self and Others	4

Subtotal: 30

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Business and Management

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

We focus on the skills and knowledge that will set students apart, while positioning them for success after graduation. Our curriculum combines critical thinking skills, real world experience, and a solid integration of international business. All faculty instructors highlight current business practices and bring top-notch business professionals into the classroom to share real-world problems and solutions.

The Field Period® is Keuka College's signature experiential learning method of ensuring that students can put into practice many of the theories and skills that they are learning through their coursework. These practical experiences that students undertake while at Keuka College help to develop an extremely rich and beneficial network of useful contacts that students can tap into upon graduation. Students will build a resume of experiences while still in college.

Accounting

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 College'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.

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

Accounting, Bachelor of Science

CIP: 52.0301
HEGIS: 0502.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to 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
BUS-330	Operations and Production Management	3
BUS-444	Strategic Management	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
MGT-345	Organizational Behavior†	3
MIS-301	Enterprise Information Systems and Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3
Subtotal: 63		

KC-301J Leadership is recommended to fulfill the Core Education Citizenship/Leadership category.

Choose one of the following:

ACC-302	Cost Accounting II	3
ACC-320	Accounting for Non-Profit Organizations	3
ACC-402	Accounting Information Systems and Internal Controls	3
ACC-412	Income Tax Accounting II	3
Subtotal: 3		

Choose one of the following:

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

Field Periods:

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Accounting Minor

Minor Requirements

Complete all of the following:

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

Subtotal: 12

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

Subtotal: 6

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Applied Mathematics and Finance

The Bachelor of Science degree in Applied Mathematics and Finance provides a foundation for students preparing for a career in actuarial science. The degree also prepares students for graduate programs in applied mathematics, statistics, computational finance, and data analytics. Students will be able to demonstrate skills related to the data analytics process: data acquisition, analysis, and interpretation, including the ability to clearly present findings to appropriate audiences. Students will develop an understanding of and be able to apply the quantitative techniques and computational models used to support business decisions in the financial industry (e.g., banks, insurance companies, investment and securities firms and other related industries). Students will be able to use sophisticated math models, computational methods and skills to support investment decisions. This includes but is not limited to skills in developing and pricing new securities, managing risk, and portfolio selection, management, and optimization. Please see the Major Requirements for Applied Mathematics and Finance (p. 228) under the Division of Natural Sciences and Mathematics.

Computer Science

The Computer Science Minor is intended to provide students with skills in programming, as well as application and web development with course content based on new an emerging industry trends. Students who complete the minor will have a firm foundation to explore software development, however, students pursuing careers in other industries will also set themselves apart with skills that allow them to solve technological problems. More specifically, students taking the minor will learn how to use the Python programming language and framework to build web-based applications. They will additionally learn how to build modern and responsive websites using HTML, CSS and JavaScript.

Space in this minor is limited. Students interested in declaring this minor must do so prior to their sophomore year. For more information, please contact the Business Division.

Computer Science Minor

Minor Requirements

BUS-154	Introduction to Computer Science	3
BUS-155	Programming for Everyone I	3
BUS-255	Programming for Everyone II	3
BUS-267	Web Development	3
BUS-378	Application Development I: Backend	3
BUS-379	Application Development II: Frontend	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Finance

The finance minor is designed to provide students with a foundation for working in financial planning, financial analysis, banking or investment planning. Core coursework includes both managerial and financial accounting, macroeconomics, microeconomics, and financial management. Choices of elective courses are available in the areas of investments, money and banking, international financial management, etc. These choices allow students to explore areas of specialized interest, providing the student with the depth of knowledge and experience necessary to enter finance as a career.

Finance Minor

Minor Requirements

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3

Subtotal: 15

Complete one of the following:

FIN-313	Financial Institutions	3
FIN-315	International Financial Management	3
FIN-320	Investments	3
FIN-325	Money and Banking	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Human Resources Management

Human resources management prepares you for the world of work by giving you an in-depth view of employment laws, policies, procedures, and best practices. As a student in the minor, you'll have the opportunity to explore these areas from the perspective of a supervisor, and an employee, preparing you for a wide variety of roles throughout your career.

Human Resources Management Minor

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

Subtotal: 12

Complete two of the following:

HRM-310	Industrial Labor Relations	3
HRM-320	Human Resources Training and Development	3
HRM-330	Strategic Compensation Management	3
PSY-328	Personality Theory and Dynamics†	3
PSY-335	Human Emotion†	3

Subtotal: 6

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

International Business

The international business minor 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 minor, the student will be more competitive in today's increasingly global job market.

International Business Minor

Minor Requirements

Complete all of the following:

BUS-330	Operations and Production Management	3
BUS-350	International Business	3
FIN-315	International Financial Management	3
MKT-335	Principles of Digital Marketing	3
MKT-340	International Marketing	3
MGT-353	Business and Government Relations	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Management

Keuka College students who decide on a management career may choose to further develop special expertise by minoring in accounting, international business, human resources management, marketing, or sports management. Keuka College students may also choose a concentration in sports management. In order to graduate with a management major and a business-related minor or concentration, a student must satisfy the division core and management major requirements and the additional requirements for each minor or concentration as listed below.

Accounting
The Accounting Minor (p. 122) offers a breadth of courses that allows a student to pursue a career in producing and/or analyzing financial information. In addition to the theoretical knowledge obtained in the classroom, all of the upper-level courses have computer applications integrated in the course design to provide practical application of the material.

Finance
The Finance Minor (p. 124) is designed to provide students with a foundation for working in financial planning, financial analysis, banking or investment planning. Core coursework includes both managerial and financial accounting, macroeconomics, microeconomics, and financial management. Choices of elective courses are available in the areas of investments, money and banking, international financial management, etc. These choices allow students to explore areas of specialized interest, providing the student with the depth of knowledge and experience necessary to enter finance as a career.

Human Resources Management
The Human Resources Management Minor (p. 125) is designed to provide students with an understanding of human resources planning and development, recruitment, interviewing and selection processes, performance appraisal systems, compensation management, training and development programs, 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.

International Business
The International Business Minor (p. 126) 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 minor, the student will be more competitive in today's increasingly global job market.

Marketing
The Marketing Minor (p. 132) 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 Business Division offers a Bachelor of Science in Management with a Sports Management Concentration (p. 133) as well as a Sports Management Minor (p. 134). Both are 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-scale events as well as opportunities in sports marketing, communications, and public relations.

Leadership, Master of Science

The Division of Business and Management also offers a Masters of Science in Leadership (p. 129) degree with a strong core in organizational design and marketing, business strategy and analysis economics, ethics, and leadership development. This program is offered in both an online format or a one-year face-to-face on campus format with two tracks available, one in mnagement and the other in healthcare management. The Master of Science degree in Leadership 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 broad base of knowledge received will allow for customization of skills to fit a range of roles, whether you work in healthcare, financial services, retail, education, food service, manufacturing and operations, research and development, or project management. Students undertake a capstone business project and develop a business plan as part of their studies.

Instruction within the Division of Business and Management will include the following:

- Numerous team-building experiences, which will provide skills that elevate the effectiveness of student interactions with others.
- Projects and activities that strengthen communication and presentation skills.
- Visits to business and industry locations to witness first-hand how successful organizations operate.
- Professionally qualified and experienced faculty who are accessible and invested in the success of students.
- Small class sizes, taught by full-time faculty and not teacher assistants.
- Numerous guest speakers with strong subject matter expertise that can inject and reinforce real-world applicability into the classroom.

Management, Bachelor of Science

CIP: 52.0201
HEGIS: 0506.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-350	International Business	3
BUS-444	Strategic Management	3
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3
HRM-208	Human Resources Management	3
MGT-345	Organizational Behavior†	3
MIS-301	Enterprise Information Systems and Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3

Subtotal: 45

KC-301J Leadership is recommended to fulfill the Core Education Citizenship/Leadership category.

Complete 3 additional Business Management credits at the 300-400 level

See advisor for course recommendations and availability from subjects ACC BUS FIN HRM MGT MKT.

Subtotal: 3

Field Periods:

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

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Management Online Program, Bachelor of Science

CIP: 52.0201
HEGIS: 0506.00

This program available only to those applicants who meet the definition of a transfer student (p. 12).

Major Requirements / Minimum Cumulative GPA: 2.000

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-350	International Business	3
BUS-444	Strategic Management	3
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3
HRM-208	Human Resources Management	3
MGT-345	Organizational Behavior†	3
MIS-301	Enterprise Information Systems and Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3

Subtotal: 45

KC-301J Leadership is recommended to fulfill the Core Education Citizenship/Leadership category.

Complete 3 additional Business Management credits at the 300-400 level

See advisor for course recommendations and availability from subjects ACC BUS FIN HRM MGT MKT.

Subtotal: 3

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Leadership, Master of Science

CIP: 52.0201
HEGIS: 0506.00

Degree Requirements / Minimum Cumulative GPA: 3.000

Complete all of the following:

A minimum grade of C+ and an overall cumulative GPA of 3.0 are required.

MGT-510	Leadership	3
MGT-515	Business Ethics	3
MGT-520	Managerial Accounting and Finance	3
MGT-550	Marketing for Managers	3

MGT-551	Strategic Thinking in Human Capital Management	3
MGT-570	Business Strategy and Industry Analysis	4
MGT-631	Enterprise Analytics and Information Management	3

Subtotal: 22

Complete one of the following tracks:

Subtotal: 9

General Mangement Track

A minimum grade of C+ and an overall cumulative GPA of 3.0 are required.

MGT-530	Managerial Economics	3
MGT-560	Business Law	3
MGT-600	International Management	3

Healthcare Track

A minimum grade of C+ and an overall cumulative GPA of 3.0 are required.

MGT-MGT-531	Economics for Healthcare Managers	3
MGT-MGT-561	Healthcare Regulatory Environment	3
MGT-MGT-571	Healthcare Operations Management	3

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

The student is ultimately responsible for ensuring that all requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Management Minor

Minor Requirements

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to 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

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Marketing

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

Marketing, Bachelor of Science

CIP: 52.1401
HEGIS: 0509.00

Major Requirements / Minimum Cumulative GPA: 2.000

Business Core

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete ONE of the following

ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3

Subtotal: 3

Complete ALL of the following

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-444	Strategic Management	3
FIN-312	Financial Management	3
HRM-208	Human Resources Management	3
MIS-301	Enterprise Information Systems and Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3

Subtotal: 30

KC-301J Leadership is recommended to fulfill the Core Education Citizenship/Leadership category.

Marketing Requirements

Complete ALL of the following:

MKT-331	Principles of Advertising	3
MKT-335	Principles of Digital Marketing	3
MKT-370	Consumer Behavior	3
MKT-450	Strategic Marketing Capstone	3
Subtotal: 12		

Complete THREE of the following

COM-205	Visual Communication Design†*	3
COM-250	Graphic Design†	3
COM-321	Digital Space and Social Change†	3
COM-340	Interactive Design	3
MKT-295	Introductory Topics in Marketing	1-3
MKT-310	Marketing Research and Data Analytics	3
MKT-320	Public Relations	3
MKT-325	Social Media Marketing	3
Subtotal: 9		

Field Periods:

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Marketing Minor

Minor Requirements

Complete all of the following:

BUS-101	Introduction to Business and Society	3
MKT-220	Principles of Marketing	3
Subtotal: 6		

Complete four of the following:

MKT-310	Marketing Research and Data Analytics	3
MKT-315	Content Marketing	3
MKT-320	Public Relations	3
MKT-325	Social Media Marketing	3
MKT-331	Principles of Advertising	3
MKT-335	Principles of Digital Marketing	3
MKT-340	International Marketing	3

MKT-370	Consumer Behavior	3
MKT-495	Advanced Topics in Marketing	1-3

Subtotal: 12

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Sports Management

The Business Division offers a Bachelors in Management with a Sports Management Concentration as well as a Sports Management Minor. Both are 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-scale events as well as opportunities in sports marketing, communications, and public relations.

Management with a Concentration in Sports Management, Bachelor of Science

CIP: 52.0201
HEGIS: 0506.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete ONE of the following

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-202	Business Law	3
BUS-330	Operations and Production Management	3
BUS-350	International Business	3
BUS-444	Strategic Management	3
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3
HRM-208	Human Resources Management	3
MGT-345	Organizational Behavior†	3
MIS-301	Enterprise Information Systems and Technology	3
MKT-220	Principles of Marketing	3
SS-231	Statistics for Social Science†*	3

Subtotal: 45

KC-301J Leadership is recommended to fulfill the Core Education Citizenship/Leadership category.

Complete all of the following:

SPS-100/ESM 100	Introduction to Sports Management	3
SPS-201/ESM 201	Sports Management I	3
SPS-301/ESM 301	Sports Management II	3
SPS-401/ESM 401	Sports Management Senior Capstone	3
Subtotal: 12		

Complete one of the following:

COM-320	Professional and Technical Writing†	3
COM-350	Publication Design†	3
MKT-310	Marketing Research and Data Analytics	3
MKT-320	Public Relations	3
MKT-335	Principles of Digital Marketing	3
MKT-340	International Marketing	3
MKT-370	Consumer Behavior	3
MKT-399	Independent Study	1-3
MKT-495	Advanced Topics in Marketing	1-3
Subtotal: 3		

Field Periods:

BUS-290	Field Period in Business	3
BUS-290	Field Period in Business	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Sports Management Minor

Minor Requirements

Complete all of the following:

BUS-101	Introduction to Business and Society	3
SPS-100/ESM 100	Introduction to Sports Management	3
SPS-201/ESM 201	Sports Management I	3
SPS-301/ESM 301	Sports Management II	3
SPS-401/ESM 401	Sports Management Senior Capstone	3
Subtotal: 15		

Complete one of the following:

COM-122	Communication and Our World(s)†*	3
COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
MKT-320	Public Relations	3
MKT-335	Principles of Digital Marketing	3
MKT-370	Consumer Behavior	3
Subtotal: 3		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Sustainability

The Sustainability Major (p. 231) is a highly interdisciplinary program, involving substantial coursework in environmental science, business, and the social sciences. It prepares students to enter into fields and professions that work to ensure a sustainable existence for our societies and our world, both present and future. Details on the program and its requirements can be found in the Division of Natural Sciences and Math.

Education and Psychology

The Division offers multiple majors in the field of Education and Psychology.

Education

Majors that lead to initial certification for classroom teachers are: Unified Early Childhood with Special Education, Unified Childhood with Special Education, Adolescent Content Area (choice in Social Studies, English, Math, Biology) with optional Adolescent Special Education. A major in educational background that does not lead to certification is Educational Studies. At the graduate level, the division offers a program that leads to initial and professional certification in Literacy All Grades, MS.

Psychology

A major in Psychology leads to a broad psychology-based knowledge of human behavior. It is suitable as a stepping stone for pursuit of graduate education and a more specialized career in many of the licensed fields and professions. The psychology major offers 4 focused pathways students can choose from via coursework selection: clinical, family and school, forensic and health psychology.
Minor programs are offered in Education, Teaching English Abroad, Child and Family Studies, and Clinical Psychology.

Education

The Division of Education and Psychology 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 **Unified Early Childhood/ Special Education** program prepares candidates for certification in teaching both regular and special education from birth through grade 2.
- The **Unified Childhood/ Special Education** program prepares candidates for certification in teaching regular education from grade 1 through grade 6 and special education in all grades.
- The **Adolescent** program prepares candidates for certification with three options. Beginning 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 7-12 and in special education for all grades.

In addition to programs that lead to certification, the 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 Division offers an online **Master's in Literacy** program that prepares candidates for initial certification in Literacy All Grades. This program is designed for teachers who currently hold New York State teacher certification.

The **Minor in Education** can be added to any undergraduate major, providing insights, knowledge and skills for students who are interested in using their major in an educational setting. For example, students in one of the professional programs (OT, Social Work, nursing, business, ASL, interpreting) may find that having knowledge of the educational setting will prepare them for working in this area. Further, this minor can provide a foundation that may later lead to pursuing a degree in education.

The **Teaching English Abroad Minor** can be added to any undergraduate major, providing specific skills and knowledge that can be used to prepare a student for teaching English in another country. Students can work with the Office of Global Initiatives to explore possible teaching opportunities upon graduation. While not required for this minor, students who pursue this minor are encouraged to pursue an international Field Period® to gain further experience.

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.

Unified 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; 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.

Unified Early Childhood Education/Special Education with Art, Bachelor of Science

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.

- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112)

Subtotal: 26

Art Specialization

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-215	Drawing†*	3
ART-321	Advanced Studio	3

Subtotal: 9

Complete one from the following:

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3

Subtotal: 3

Complete one from the following:

ART-225	Painting†*	3
ART-235	Ceramics†	3
ART-240	Mixed Media†	3
ART-245	Printmaking†	3
ART-255	Sculpture†	3

Subtotal: 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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.

- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

ASL Specialization:

Complete all of the following:

ASL-111	American Sign Language I†	4
ASL-112	American Sign Language II†	4
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3

Subtotal: 17

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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

English Specialization

Complete all of the following:

ENG-206	The English Language†	3
ENG-220	Reading the World†	3
ENG-320	Advanced Studies in Literature†	3

Subtotal: 9

Complete one of the following:

ENG-218	Principles of Creative Writing†*	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-130	Great Books†*	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3

Subtotal: 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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.

- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Family and Child Specialization

Complete all of the following:

PSY-252/CFS 252	Development in Middle Childhood†	3
PSY-355/EDU 355	Educational Psychology†	3
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 9

Note: SOC-101 and SOC-344 are fulfilled in the Supporting coursework and as part of the Family and Child Specialization.

Complete one of the following writing courses:

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

Subtotal: 3-4

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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.

- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Global Studies Specialization

Complete all of the following:

HIS-113	World History†	3
HIS-115	Europe and the World†*	3
HIS-360	History of New York State†	3
POL-213	East Asia and the World†*	3

Subtotal: 12

Complete one of the following:

POL-120	American Government†	3
POL-140	International Relations†*	3

Subtotal: 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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Early Childhood Education/Special Education with Mathematics, Bachelor of Science

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.

- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Mathematics Specialization

Complete all of the following:

MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3

Subtotal: 14

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

Subtotal: 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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENV-105	Environmental Science†*	4
ENG-213	Children's Literature†	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Science Specialization

Complete all of the following:

CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†	4

Subtotal: 8

Complete one of the following courses:

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete one of the following courses:

BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
CHM-206	Organic Chemistry I†	4
PHY-201	General Physics I†	4

Subtotal: 4

Complete one of the following courses:

BIO-305	Animal Diversity†	4
BIO-337/ENV 337	Ecology†	4
CHM-328	Introduction to Physical Chemistry†	4

Subtotal: 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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Early Childhood Education/Special Education with Spanish, Bachelor of Science

CIP: 13.1015
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
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	3
EDU-275	Early Language and Literacy	3
EDU-308	Teaching in Inclusive Settings	3
EDU-312	Early Childhood Literacy and the Diverse Learner	3
EDU-371	Early Childhood Methods	3
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-374	Professional Leadership 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

Subtotal: 43

Supporting Courses:

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 37

Foreign Language

- Complete 3 Credits

- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Spanish Specialization

Complete 15 credits from the following:

ENG-207	Literature and Society in Latin America†	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
SPA-220	Introduction to Spanish Translation and Interpretation†	3
SPA-225	Spanish in the Community†	3
SPA-252	Culture and Civilization of Latin America†	3
SPA-253	Culture and Civilization of Spain†	3
SPA-295	Introductory Topics in Spanish†	1-3
SPA-325	Advanced Topics in Spanish Communication	3

Subtotal: 15

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
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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 major 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, development, history, and psychology specific to this level of education.

Requirements for Childhood/Special Education Teacher Certification

Students who wish to qualify for recommendation for an initial dual certification in childhood (grades 1-6) and special education (all grades) in New York State must complete the childhood curriculum major and select one of the eight options for their emphasis area: 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; 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. Teacher candidates must apply for New York State certification through NYSED.gov.

Unified Childhood/Special Education with Art, Bachelor of Science

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Art Specialization

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-215	Drawing†*	3
ART-321	Advanced Studio	3

Subtotal: 9

Complete one from the following:

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3

Subtotal: 3

Complete one from the following:

ART-225	Painting†*	3
ART-235	Ceramics†	3
ART-240	Mixed Media†	3
ART-245	Printmaking†	3

ART-255	Sculpture†	3

Subtotal: 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
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1

EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

ASLSpecialization

Complete all of the following:

ASL-111	American Sign Language I†	4
ASL-112	American Sign Language II†	4
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3

Subtotal: 17

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

EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Childhood/Special Education with English, Bachelor of Science

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4

HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

English Specialization

Complete all of the following:

ENG-206	The English Language†	3
ENG-220	Reading the World†	3
ENG-320	Advanced Studies in Literature†	3

Subtotal: 9

Complete one of the following:

ENG-218	Principles of Creative Writing†*	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-130	Great Books†*	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3

Subtotal: 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
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3

ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Family and Child Specialization

Complete all of the following:

PSY-249/CFS 249	Infancy and Early Childhood Development†	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 12

Complete one of the following:

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

Subtotal: 3-4

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
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3

POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Global Studies Specialization

Complete all of the following:

HIS-113	World History†	3
HIS-115	Europe and the World†*	3
HIS-360	History of New York State†	3
POL-213	East Asia and the World†*	3

Subtotal: 12

Complete one of the following:

POL-120	American Government†	3
POL-140	International Relations†*	3

Subtotal: 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
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Childhood/Special Education with Mathematics, Bachelor of Science

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Mathematics Specialization

Complete all of the following:

MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3

Subtotal: 14

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

Subtotal: 3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Childhood/Special Education with Science, Bachelor of Science

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Science Specialization

Complete all of the following:

CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†	4

Subtotal: 8

Complete one of the following:

MAT-102	College Algebra†*	3
MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4

Subtotal: 3-4

Complete one of the following:

BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
CHM-206	Organic Chemistry I†	4
PHY-201	General Physics I†	4

Subtotal: 4

Complete one of the following:

BIO-305	Animal Diversity†	4
BIO-337/ENV 337	Ecology†	4
CHM-328	Introduction to Physical Chemistry†	4

Subtotal: 4

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Unified Childhood/Special Education with Spanish, Bachelor of Science

CIP: 13.1017
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-309	Integrated Methods of Teaching in the Childhood Classroom	6
EDU-310	Literacy in Inclusive Schools	3
EDU-316	Childhood Literacy and the Diverse Learner	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-454	Student Teaching in Childhood and Special Education	11

Subtotal: 46

Supporting Courses

Complete all of the following:

BIO-208	Introduction to the Natural Sciences†	3
ENG-213	Children's Literature†	3
ENV-105	Environmental Science†*	4
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
MAT-221	Mathematical Concepts for Education I†	3
MAT-222	Mathematical Concepts for Education II†	3
POL-355	Globalization†	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 31

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Spanish Specialization

Complete 15 cedits from the following:

ENG-207	Literature and Society in Latin America†	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
SPA-220	Introduction to Spanish Translation and Interpretation†	3
SPA-225	Spanish in the Community†	3
SPA-252	Culture and Civilization of Latin America†	3
SPA-253	Culture and Civilization of Spain†	3
SPA-295	Introductory Topics in Spanish†	1-3
SPA-325	Advanced Topics in Spanish Communication	3

Subtotal: 15

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
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent Education

The adolescent certification program consists of a major in one of the content areas: adolescent biology, adolescent English, adolescent mathematics, or adolescent social studies. In addition, candidates take 36 hours of course work in education, which includes information on teaching students from diverse backgrounds, as well as knowledge in pedagogy, development, history, and psychology specific to this level of education.

Requirements for Certification in Adolescent Education

Candidates who wish to qualify for recommendation for initial certification in one of the adolescent education areas in New York State (grades 7-12) must complete the adolescent education major as specified. They must complete all degree requirements for the major; they must complete one semester of a foreign language or its equivalent; they must complete the required hours of field experience working with students in their area and level of desired certification, 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.

Adolescent Biology Education, Bachelor of Arts

CIP: 13.1322
HEGIS: 0401.01

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-355/PSY 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 in Adolescent Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 46

Biology Content Area

Complete all of the following with a minimum GPA of 3.0 required.

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-207	Microbiology†	4
BIO-301	Plant Biology†	4
BIO-318	Genetics†	4
BIO-390/CHM 390/ENV 390	Seminar in Scientific Communication†	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

Subtotal: 46

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent English Education, Bachelor of Arts

CIP: 13.1305
HEGIS: 1501.01

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.

- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-355/PSY 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 in Adolescent Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 46

English Content Area

Complete all of the following with a minimum GPA of 3.0 required.

COM-123	Public Speaking†	3
ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3
ENG-320	Advanced Studies in Literature†	3

Subtotal: 21

Complete two of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-125	Storytelling†*	3
ENG-130	Great Books†*	3
ENG-140	The Language of Film†*	3
ENG-145	Literature of New York State†*	3

Subtotal: 6

Complete two of the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-218	Principles of Creative Writing†*	3
ENG-301	Editing and Publishing†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 6

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
ENG-394	Writing and Communication Arts Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent Mathematics, Bachelor of Arts

CIP: 13.1311
HEGIS: 1701.01

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-307	Philosophical Foundations of Education†	2

EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-355/PSY 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 in Adolescent Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 46

Mathematics Content Area

Complete all of the following with a minimum GPA of 3.0 required.

MAT-103	Elementary Probability and Statistics†	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-210	Calculus III†	4
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3
MAT-309	Probability†	3
MAT-321	Differential Equations†	3
MAT-350	Foundations of Geometry†	3
MAT-405	Senior Seminar†	3
PHY-201	General Physics I†	4

Subtotal: 37

Complete one of the following:

MAT-330	Abstract Algebra†	3
MAT-361	Real Analysis†	3

Subtotal: 3

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent Social Studies, Bachelor of Arts

CIP: 13.1318
HEGIS: 2201.01

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-307	Philosophical Foundations of Education†	2
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-355/PSY 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 in Adolescent Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 46

Social Studies Content Area

Complete all of the following with a minimum GPA of 3.0 required.

ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
HIS-360	History of New York State†	3
POL-213	East Asia and the World†*	3
POL-355	Globalization†	3

Subtotal: 21

Complete two of the following:

POL-120	American Government†	3
POL-140	International Relations†*	3

POL-325	The American Presidency†	3
POL-350	Political Philosophy†	3

Subtotal: 6

Complete one of the following:

HIS-113	World History†	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3

Subtotal: 3

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-391	Regular Education Classroom Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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 all grades.

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 additional special education coursework and a Special Education Field Period (EDU-392) as well as All Grades Field Period (EDU-393). This will require additional planning and advisement to ensure these requirements are met.

Requirements for Dual Certification in Adolescent & Special Education

Candidates who wish to qualify for recommendation for initial dual certification in adolescent (7-12) and special education (all grades) in New York State must complete the adolescent & special education curriculum major as outlined above. They must complete all degree requirements for the major; they must complete one semester of a foreign language or its equivalent; 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. Teacher candidates must apply for New York State certification through NYSED.gov.

Adolescent Biology Education with Special Ed., Bachelor of Arts

CIP: 13.1019
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching in Adolescent and Special Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 50

Biology Content Area

Complete all of the following with a minimum GPA of 3.0 required.

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-207	Microbiology†	4
BIO-301	Plant Biology†	4

BIO-318	Genetics†	4
BIO-390/CHM 390/ENV 390	Seminar in Scientific Communication†	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

Subtotal: 46

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent English Education with Special Ed., Bachelor of Arts

CIP: 13.1019
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching in Adolescent and Special Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 50

English Content Area

Complete all of the following with a minimum GPA of 3.0 required.

COM-123	Public Speaking†	3
ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3
ENG-320	Advanced Studies in Literature†	3

Subtotal: 21

Complete two of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-125	Storytelling†*	3

ENG-130	Great Books†*	3
ENG-140	The Language of Film†*	3
ENG-145	Literature of New York State†*	3

Subtotal: 6

Complete two of the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-218	Principles of Creative Writing†*	3
ENG-301	Editing and Publishing†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 6

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent Mathematics with Special Ed., Bachelor of Arts

CIP: 13.1019
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.
- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching in Adolescent and Special Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 50

Mathematics Content Area

Complete all of the following with a minimum GPA of 3.0 required.

MAT-103	Elementary Probability and Statistics†	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-210	Calculus III†	4
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3
MAT-309	Probability†	3
MAT-321	Differential Equations†	3
MAT-350	Foundations of Geometry†	3
MAT-405	Senior Seminar†	3
PHY-201	General Physics I†	4

Subtotal: 37

Complete one of the following:

MAT-330	Abstract Algebra†	3
MAT-361	Real Analysis†	3

Subtotal: 3

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Adolescent Social Studies with Special Ed., Bachelor of Arts

CIP: 13.1019
HEGIS: 0808.00

Major Requirements / Minimum Cumulative GPA: 2.750

- A minimum overall cumulative GPA of 2.750 is required for all Education degree programs after the 5th semester.
- A minimum GPA of 3.000 is required for all Education (EDU) coursework after the 5th semester.
- A minimum GPA of 3.000 in Adolescent content area coursework is required after the 5th semester.

- A minimum grade of C is required for all Education (EDU) coursework.
- A minimum grade of C+ is required for ENG-112.

Complete all of the following:

EDU-002	Mandated Reporting Workshop	0
EDU-003	Violence Prevention and DASA Workshop	0
EDU-004	Safety in Schools Workshop	0
EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-306	Assessment in Inclusive Schools	3
EDU-321	Adolescent Integrative Methods of Teaching in the Classroom	4
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-353	Positive Behavioral Support for SWD	1
EDU-355/PSY 355	Educational Psychology†	3
EDU-357	Adolescent Literacy I	3
EDU-358	Adolescent Literacy II	3
EDU-373	Teaching in Inclusive Schools	3
EDU-383	Collaborative Transition/Disabilities	1
EDU-410	Professional Management Issues	2
EDU-411	Student Teaching Seminar	1
EDU-455	Student Teaching in Adolescent and Special Education	11
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-238/CFS 238	Adolescence†	3

Subtotal: 50

Social Studies Content Area

Complete all of the following with a minimum GPA of 3.0 required.

ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
HIS-360	History of New York State†	3
POL-213	East Asia and the World†*	3
POL-355	Globalization†	3

Subtotal: 21

Complete two of the following:

POL-120	American Government†	3
POL-140	International Relations†*	3
POL-325	The American Presidency†	3
POL-350	Political Philosophy†	3

Subtotal: 6

Complete one of the following

HIS-113	World History†	3
HIS-115	Europe and the World†*	3
HIS-341	United States in World Affairs†	3

Subtotal: 3

Foreign Language

- Complete 3 Credits
- The Foreign Language requirement may be fulfilled in conjunction with the Curiosity category (SPA) in the Compass Curriculum.

Subtotal: 3

Fine Arts

- Complete 3 credits from ART MUS or THR.
- The Fine Arts requirement may be fulfilled in conjunction with the Creativity category in the Compass Curriculum.

Subtotal: 3

Special Education

Special Education requirements may be fulfilled in conjunction with the Major Requirements and Compass Curriculum requirements.

Complete all of the following:

- Science: Complete two 3 or 4-credit science courses from BIO CHM ENV or PHY.
- Social Studies: Complete two 3-credit courses from ECO HIS or POL.
- Mathematics: Complete two 3-credit courses from MAT.
- English: Complete two 3-credit courses from ENG (except ENG-100, ENG-110 and ENG-112).

Subtotal: 26

Field Period:

EDU-391	Regular Education Classroom Field Period	3
EDU-392	Special Education Field Period	3
EDU-393	SWD All Grades Education Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Educational Studies

This major does not prepare students to become classroom teachers and does not lead to certification. Rather, this major provides students with the knowledge and skills to be successful partners in the educational setting. Such settings could be at publishing companies, law firms, businesses, museums, and social service agencies. Instead of concentrating on clinical teaching skills, students 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.

Educational Studies, Bachelor of Science

CIP: 13.0101
HEGIS: 0801.00

Major Requirements / Minimum Cumulative GPA: 2.000

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-311	Language in Use†	3
EDU-322	Instructional Design†	3
EDU-355/PSY 355	Educational Psychology†	3
EDU-470	Applied Educational Studies Capstone	4

Subtotal: 20

Complete at least 10 credits from the following:

EDU-209	Early Child Perspective in Disabilities†	3
EDU-211	Societal Perspectives in Special Education†	3
EDU-264	Infants and Toddlers	3
EDU-306	Assessment in Inclusive Schools	3
EDU-308	Teaching in Inclusive Settings	3
EDU-343	Education of Students with Low Incidence Disabilities	1
EDU-372	Assessment in Early Childhood Inclusive Settings	3
EDU-373	Teaching in Inclusive Schools	3
EDU-374	Professional Leadership in Early Childhood	3
EDU-383	Collaborative Transition/Disabilities	1

Subtotal: 10

Field Period

FP-290	Field Period	3
FP-290	Field Period	3
EDU-39x	Regular Education Classroom Field Period	3
EDU-39x	Regular Education Classroom Field Period	3

Subtotal: 12

EMPHASIS AREA

Complete 15 credits from ONE of the following emphasis areas with at least 6 credits at the 300/400-level:

AMERICAN SIGN LANGUAGE (1 Group)

Complete five from the following:

ASL-111	American Sign Language I†	4
ASL-112	American Sign Language II†	4
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-311	American Sign Language V†	3
ASL-312	American Sign Language VI†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-350	ASL/Deaf Literature†	3
ASL-420	Deaf Culture†	3

Subtotal: 15

ART (3 Groups)

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-215	Drawing†*	3
ART-321	Advanced Studio	3

Subtotal: 9

Complete one from the following:

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3

Subtotal: 3

Complete one from the following:

ART-225	Painting†*	3
ART-235	Ceramics†	3
ART-240	Mixed Media†	3
ART-245	Printmaking†	3
ART-255	Sculpture†	3
COM-250	Graphic Design†	3

Subtotal: 3

BUSINESS (2 Groups)

Complete four from the following:

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

Subtotal: 12

Complete one from the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

ENGLISH (3 Groups)

Complete all of the following:

ENG-206	The English Language†	3
ENG-213	Children's Literature†	3
ENG-220	Reading the World†	3

Subtotal: 9

Complete one from the following:

ENG-218	Principles of Creative Writing†*	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

Complete one from the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-130	Great Books†*	3

ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3

Subtotal: 3

HISTORY (2 Groups)

Complete four from the following:

HIS-113	World History†	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-360	History of New York State†	3

Subtotal: 12

Complete one from the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

INFANTS/TODDLERS (1 Group)

Complete five from the following:

Note: EDU-209 may be included by request if not already applied in Education Group 2.

BUS-101	Introduction to Business and Society	3
EDU-209	Early Child Perspective in Disabilities†	3
PSY-252/CFS 252	Development in Middle Childhood†	3
SOC-302	Cultural Diversity and Advocacy†	3
SOC-344/CFS 344	Sociology of the Family†	3
SWK-101	Introduction to Social Work	3
SWK-331	Youth Services Delivery System	3

Subtotal: 15

MATHEMATICS (2 Groups)

Complete all of the following:

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

Subtotal: 11

Complete two from 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

Subtotal: 6

POLITICAL SYSTEMS (2 Groups)

Complete four from the following:

POL-120	American Government†	3
POL-140	International Relations†*	3
POL-213	East Asia and the World†*	3
POL-325	The American Presidency†	3

POL-350	Political Philosophy†	3
POL-355	Globalization†	3
POL-360	War, Peace and Security†	3

Subtotal: 12

Complete one from the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

SCIENCE (3 Groups)

Complete one from the following:

BIO-203	Anatomy and Physiology I†	4
BIO-305	Animal Diversity†	4
BIO-337/ENV 337	Ecology†	4

Subtotal: 4

Complete one group:

ENV-105	Environmental Science†*	4
BIO-208	Introduction to the Natural Sciences†	3
	or	
BIO-136	General Biology II†	4
BIO-135	General Biology I†*	4

Subtotal: 8

Complete one from the following:

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 3

SPANISH (1 Group)

Complete five from the following:

ENG-207	Literature and Society in Latin America†	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
SPA-220	Introduction to Spanish Translation and Interpretation†	3
SPA-225	Spanish in the Community†	3
SPA-252	Culture and Civilization of Latin America†	3
SPA-253	Culture and Civilization of Spain†	3
SPA-295	Introductory Topics in Spanish†	1-3
SPA-325	Advanced Topics in Spanish Communication	3

Subtotal: 15

WORKING WITH CHILDREN (1 Group)

Note: EDU-209 and EDU-211 may be included by request if not already applied in Education Group 2.

Complete five from the following:

PSY-249/CFS 249	Infancy and Early Childhood Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3
PSY-238/CFS 238	Adolescence†	3

EDU-209	Early Child Perspective in Disabilities†	3
EDU-211	Societal Perspectives in Special Education†	3
SOC-344/CFS 344	Sociology of the Family†	3
SWK-331	Youth Services Delivery System	3
PSY-328	Personality Theory and Dynamics†	3
PSY-350	Behavior Modification†	3

Subtotal: 15

WORKING WITH FAMILIES (2 Groups)

Complete all of the following:

COM-201	Group Culture and Communication†	3
SWK-101	Introduction to Social Work	3
SWK-250	Substance Use and Families†	3
SOC-344/CFS 344	Sociology of the Family†	3

Subtotal: 12

Complete one from the following:

EDU-275	Early Language and Literacy	3
EDU-310	Literacy in Inclusive Schools	3

Subtotal: 3

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

M.S. in Literacy

The Master of Science program will lead to recommendation for initial certification in literacy, all grades. 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 online program is for teachers who have successfully completed a teacher certification program and hold a valid Initial, Professional or Permanent New York State classroom teaching certificate in any classroom area, including early childhood, childhood education, and adolescent education. The program is designed to enhance teachers' knowledge about contemporary theories and research-based practices in literacy. The expectation is that candidates become effective practitioners who understand and deliver high quality literacy instruction and offer proactive literacy leadership in K-12 educational settings.

A distinct feature of this program is its cohort model, meaning that students proceed through the 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.

Upon successful completion of all program requirements, students will be recommended by the college to NYSED for certification. Students must apply for New York State certification through NYSED.gov.

Literacy, All Grades, Master of Science

CIP: 13.1315
HEGIS: 0830.00

Degree Requirements / / Minimum Cumulative GPA: 3.000

Complete the following coursework with a cumulative GPA of 3.00 or higher in all:

EDU-530	Theoretical and Social Found of Literacy	3
EDU-531	Assessment-Based Instruction PreK-2	3
EDU-532	Practicum All Grades	3
EDU-534	Assessment-Based Instruction 2-6	3
EDU-536	Literacy in the Digital Age	3
EDU-537	Professional Leadership in Literacy Education	3
EDU-540	Best Practices in Teaching Writing	3
EDU-543	Content Area Literacy 5-12	3
EDU-546	Literacy for Diverse Learners	3
EDU-557	Integrated Project Seminar	3
Subtotal: 30		

Complete the additional credits that are required to meet cumulative credit hour requirements.

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

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

Education Minor

Minor Requirements

Complete all of the following:

EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
EDU-211	Societal Perspectives in Special Education†	3
EDU-307	Philosophical Foundations of Education†	2
EDU-311	Language in Use†	3
EDU-355/PSY 355	Educational Psychology†	3
Subtotal: 16		

Field Period:

EDU-391	Regular Education Classroom Field Period	3
Subtotal: 3		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Teaching English Abroad Minor

Minor Requirements

Complete all of the following:

EDU-311	Language in Use†	3
EDU-322	Instructional Design†	3
EDU-355/PSY 355	Educational Psychology†	3
ENG-206	The English Language†	3
KC-301S	Integrative Studies: Social Justice in a Multicultural World†*	3
POL-355	Globalization†	3

Subtotal: 18

Field Period:

EDU-391	Regular Education Classroom Field Period	3

Subtotal: 3

Students must meet the 21 cumulative credit hour requirement to complete this minor.
To complete this minor it is necessary for students to identify courses with their advisor.

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

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 thought by participating in research projects and other investigatory work.

The psychology major allows considerable flexibility to develop a sequence of study that reflects the student's personal interests, abilities, and plans for the future. By working closely with faculty advisers, other faculty members, and the experiential education office, students can effectively prepare for employment or for further education or training. The program provides a solid background for graduate study leading to careers in such applied areas as clinical, school, and counseling psychology, and teaching and research. Students are able to focus their coursework toward one or more specialized fields of study by choosing courses from one or more of the pathways: clinical, family and school, forensic and health psychology.

The pathway 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 pathway in **clinical psychology** 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.

The pathway in **family and school psychology** is based on an interdisciplinary focus investigating the development of children and families. Through the exploration of child development, the sociology of parents and families, and influential social and cultural practices, the family and school pathway strengthens understanding of family functioning and dynamics and examines ethical questions and issues relating to the family and other social institutions.

The pathway in **health psychology** provides an insight into the field of clinical psychology that examines how biological, social and psychological factors influence health and illness. Students will gain an understanding of how health psychologists use psychological science to promote health, prevent illness and improve health care systems, or cope with a chronic condition. A career in health psychology means becoming an expert in the intersection of health and behavior.

The **Clinical/Counseling Psychology minor** provides a foundation for students interested in advanced training in clinical and counseling psychology working with persons with mental illness or in clinical settings. Students will gain knowledge in personality, emotion, and psychopathology through coursework centered on the brain and behavior within clinical settings.

The **Child and Family Studies minor** is based on a focus investigating the development of children and families. Through the exploration of child development, the sociology of parents and families, and influential social and cultural practices, student will gain an understanding of family functioning and dynamics and examines ethical questions and issues relating to the family and other social institutions.

Psychology with Clinical/Counseling Pathway, Bachelor of Arts

CIP: 42.0101
HEGIS: 2001.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-202	Human Biology†*	4
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-332	Research Methods in Psychology†	4
PSY-420	Senior Seminar in Psychology†	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 26

Complete 12 additional credits in Psychology

Consult with your advisor for course recommendations and availability.

Subtotal: 12

Clinical/Counseling Psychology Pathway

Complete all of the following:

PSY-223	Close Relationships†	3
PSY-264	Psychology of Sex and Gender†	3
PSY-321	Developmental Psychopathology†	3
PSY-324/CFS 324	Family Interaction†	3
PSY-328	Personality Theory and Dynamics†	3
PSY-333	Brain and Behavior†	3
PSY-335	Human Emotion†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
PSY-401	Introduction to Clinical Psychology†	4

Subtotal: 28

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
PSY-390	Psychology Field Period/Practicum	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Psychology with Family/School Pathway, Bachelor of Arts

CIP: 42.0101
HEGIS: 2001.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-202	Human Biology†*	4
PSY-101	Introductory Psychology†*	3

PSY-123/CFS 123	Lifespan Human Development†	3
PSY-332	Research Methods in Psychology†	4
PSY-420	Senior Seminar in Psychology†	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 26

Complete 12 additional credits in Psychology

Consult with your advisor for course recommendations and availability.

Subtotal: 12

Family/School Psychology Pathway

Complete all of the following:

EDU-105	Introduction to Education†	3
EDU-210	Educating Students at Risk†	2
PSY-264	Psychology of Sex and Gender†	3
PSY-324/CFS 324	Family Interaction†	3
PSY-325	Learning and Cognitive Processes†	3
PSY-350	Behavior Modification†	3
PSY-355/EDU 355	Educational Psychology†	3

Complete two of the following:

PSY-238/CFS 238	Adolescence†	3
PSY-249/CFS 249	Infancy and Early Childhood Development†	3
PSY-252/CFS 252	Development in Middle Childhood†	3

Subtotal: 26

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
PSY-390	Psychology Field Period/Practicum	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Psychology with Forensic Pathway, Bachelor of Arts

CIP: 42.0101
HEGIS: 2001.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-202	Human Biology†*	4
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3

PSY-332	Research Methods in Psychology†	4
PSY-420	Senior Seminar in Psychology†	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 26

Complete 12 additional credits in Psychology

Consult with your advisor for course recommendations and availability.

Subtotal: 12

Forensic Psychology Pathway

Complete all of the following:

CRM-101	Introduction to Criminal Justice†	3
CRM-322/SOC 322	White Collar and Corporate Crime†	3
CRM-355	Introduction to Cybercrime	3
PSY-325	Learning and Cognitive Processes†	3
PSY-328	Personality Theory and Dynamics†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
PSY-350	Behavior Modification†	3
PSY-440	Forensic Psychology†	3
SOC-202	Deviance and Social Control†	3

Subtotal: 27

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
PSY-390	Psychology Field Period/Practicum	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Psychology with Health Pathway, Bachelor of Arts

CIP: 42.0101
HEGIS: 2001.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-202	Human Biology†*	4
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
PSY-332	Research Methods in Psychology†	4
PSY-420	Senior Seminar in Psychology†	3

SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 26

Complete 12 additional credits in Psychology

Consult with your advisor for course recommendations and availability.

Subtotal: 12

Health Psychology Pathway

Complete all of the following:

PSY-223	Close Relationships†	3
PSY-264	Psychology of Sex and Gender†	3
PSY-324/CFS 324	Family Interaction†	3
PSY-328	Personality Theory and Dynamics†	3
PSY-333	Brain and Behavior†	3
PSY-335	Human Emotion†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
PSY-350	Behavior Modification†	3
PSY-447	Health Psychology†	3

Subtotal: 27

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
PSY-390	Psychology Field Period/Practicum	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Clinical/Counseling Psychology Minor

Minor Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

PSY-101	Introductory Psychology†*	3
PSY-321	Developmental Psychopathology†	3
PSY-328	Personality Theory and Dynamics†	3
PSY-333	Brain and Behavior†	3
PSY-336	Abnormal Psychology and Psychopathology†	3
PSY-401	Introduction to Clinical Psychology†	4

Subtotal: 19

Child & Family Studies Minor

Minor Requirements

Complete all of the following:

CFS-123/PSY 123	Lifespan Human Development†	3
CFS-238/PSY 238	Adolescence†	3
CFS-249/PSY 249	Infancy and Early Childhood Development†	3
CFS-252/PSY 252	Development in Middle Childhood†	3
CFS-324/PSY 324	Family Interaction†	3
CFS-344/SOC 344	Sociology of the Family†	3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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† Liberal Arts Credit

Humanities and Fine Arts

As the name implies, the humanities—languages, communication, historical and political analysis, 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 our common experience, the humanities examine, define, and relate that experience to the contemporary age. Through knowledge of both the written and spoken word, through a critical awareness of conflicting values, through international and cultural exploration, and through continuous curiosity and pursuit of understanding, the humanities both challenge and welcome us. 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 arts—fine and graphic arts, and music—emphasize the role of creativity in our lives. Course work in these disciplines 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 American Sign Language, American Sign Language-English Interpreting, Art and Design, International Studies, Political Science and History, Visual Communication Design, and Writing and Communication Arts.

Minor programs are offered in American Sign Language, Fine Arts, Writing, English, Communication, Peace and Conflict Studies, Political Science and History, Pre-Law, Visual Communication Design, and Spanish Language and Intercultural Studies.

American Sign Language

Keuka College is one of the few American colleges and universities to offer a baccalaureate degree program in American Sign Language (ASL). Keuka College's four-year program combines intensive education in American Sign Language with integrated coursework in communication, culture, linguistics, history, and literature of the Deaf community. The program curriculum emphasizes experiential learning through Field Periods®, American Sign Language labs, and Deaf community functions. These first-hand field experiences enrich classroom learning immensely. They provide students with frequent and authentic occasions to (a) apply and test the validity of theories and practices, (b) observe/interact with Deaf and hard of hearing professionals and clients in action, and (c) acquire new knowledge and experiential learning of ASL, Deaf culture, and communication skills.

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

Keuka College's ASL program prepares students for entry-level jobs in various fields in the Deaf community. Graduates of the program possess proficiency in American Sign Language, Deaf Literature & Culture, English, Communication, and some American Sign Language-English Interpreting. In recent years, graduates of two- and four-year ASL programs across the country have found employment in business and corporate settings, educational settings, community service organizations, vocational rehabilitation agencies, local and state governments. The demand for college-educated individuals with an advanced degree of fluency in American Sign Language is increasing nationwide.

Upon graduation from the ASL program, students will be able to do the following:

1. Communicate fluently in ASL
2. Demonstrate differentiation/comparison of expressive and receptive skills between ASL and English
3. Demonstrate recognition of the Deaf as a people with a distinctive language, sensibility, and culture
4. Demonstrate an understanding of advocacy approaches for social injustices and inequalities for the Deaf community
5. Apply principles of collaboration and advocacy for a collective community in Deaf culture

American Sign Language, Bachelor of Arts

CIP: 16.1601
HEGIS: 1199.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

A minimum grade of C is required.

ASL-111	American Sign Language I†*	4
ASL-112	American Sign Language II†	4
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-218	Fingerspelling and Numbers in ASL†	3
ASL-250	ASL Discourse Analysis†	3
ASL-311	American Sign Language V†	3
ASL-312	American Sign Language VI†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-350	ASL/Deaf Literature†	3
ASL-420	Deaf Culture†	3
COM-122	Communication and Our World(s)†*	3
COM-201	Group Culture and Communication†	3
COM-310/DL 310	Digital Media Integration	3
COM-450/ART 450	Senior Capstone: Convergence in Professional Practice†	3
ENG-112	Writing as Argument†*	3
ENG-206	The English Language†	3

Subtotal: 56

Complete all of the following:

A minimum grade of C+ is required.

AEI-265	Introduction to Interpreting	3
AEI-266	Cognitive Processing Skills	3
AEI-275	ENG & ASL Translation	3
AEI-285	DeafBlind Translation	3

Subtotal: 12

Field Period:

ASL-394	American Sign Language Field Period	3
ASL-494	American Sign Language Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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American Sign Language Minor

Minor Requirements

Complete all of the following:

ASL-111	American Sign Language I†*	4
ASL-111L	Lab for ASL-111*	0
ASL-112	American Sign Language II†	4
ASL-112L	Lab for ASL-112	0
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-218	Fingerspelling and Numbers in ASL†	3
Subtotal: 20		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

ASL-English Interpreting

The ASL-English Interpreting major prepares students to become entry-level professional interpreters, proficient in ASL, English, and the process of interpretation for the purpose of facilitating communication between ASL and non-ASL consumers in a variety of education, medical, human services, legal, and performing arts settings.

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 Act requires all healthcare providers receiving Federal aid to provide language services to non-English users, including Deaf people. Currently, the demand for qualified interpreters far exceeds the number of educated and trained professionals in the field.

An interpreter must be bilingual and bi-cultural: that is, able to communicate with above average proficiency in both ASL and English, as well as 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.

Education begins with ASL, English, English to ASL translations, ASL to English translations, and non-speaking and speaking cultures. Juniors then begin intensive training in cognitive processing skills, translating skills, consecutive interpreting and simultaneous interpreting skills. Practical experience is gained through Field Periods® and a 12-credit Senior Internship. The ASL-English Interpreting major is designed to provide students with the academic preparation needed to pass the written portion of the National Interpreter Certification (NIC) exam before graduation. Graduates are expected to be able to complete the NIC process within two years of employment as a full-time interpreter.

Students graduating with a degree in ASL/English Interpreting will demonstrate the following:

1. Formulate proficient and cognitive interpretation between the two languages of American Sign Language & English
2. Apply knowledge of the history, culture, values, and diversity of the Deaf/Hard of Hearing/Deaf/Blind communities in interpreting practice.
3. Engage in professional best practices about interpreting, linguistics, cultural, ethical, and professionalism components based on researched evidence.
4. Construct strategies for problem solving in interpreting practice, such as anxiety management, self-monitoring, self-correction in personal and professional development
5. Interpret in settings appropriate to entry-level interpreters.

ASL/English Interpreting, Bachelor of Science

CIP: 16.1603
HEGIS: 1199.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

A minimum grade of C is required.

ASL-111	American Sign Language I†*	4
ASL-111L	Lab for ASL-111*	0
ASL-112	American Sign Language II†	4
ASL-112L	Lab for ASL-112	0
ASL-210	Introduction to the Deaf Community†	3
ASL-211	American Sign Language III†	3
ASL-212	American Sign Language IV†	3
ASL-218	Fingerspelling and Numbers in ASL†	3
ASL-250	ASL Discourse Analysis†	3
ASL-311	American Sign Language V†	3
ASL-312	American Sign Language VI†	3
ASL-320	Linguistics of American Sign Language†	3
ASL-350	ASL/Deaf Literature†	3
ASL-420	Deaf Culture†	3
ENG-112	Writing as Argument†*	3
ENG-206	The English Language†	3

Subtotal: 44

Complete all of the following:

A minimum grade of C+ is required.

AEI-265	Introduction to Interpreting	3
AEI-266	Cognitive Processing Skills	3
AEI-275	ENG & ASL Translation	3
AEI-285	DeafBlind Translation	3
AEI-365	Consecutive Interpreting	3
AEI-465	Simultaneous Interpreting & Research	3

AEI-472	Interpreting Specialized Settings	3
Subtotal: 21		

Field Period:

AEI-374	Deaf Community Field Period	3
AEI-485	Interpreting Internship	12
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 21		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Art and Design

In the spirit of Keuka College's historical mission, the Bachelor of Arts degree in Art and Design represents a marriage between the personal and the practical. It provides students interested in design and visual expression with opportunities for creative development and personal exploration in multi-dimensional art forms, even as it provides them with the skills and experiences essential to a wide range of multidisciplinary 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.

Students graduating with a degree in Art and Design will meet the following program outcomes:

1. Understand how language and art shape and influence our world in response to diverse social, cultural, historical, and technological factors.
2. Analyze and create material, visual, and digital texts for audience, purpose, and context.
3. Synthesize the terminology, history and major traditions, genres, theory and principles of art and design.
4. Apply creative and conceptual skills and principles of art and design for problem solving.
5. Demonstrate mastery of communication across disciplines, build leadership skills, and work collaboratively to foster interdisciplinary curiosity, creativity, and citizenship.

Art and Design, Bachelor of Arts

CIP: 50.0701
HEGIS: 1002.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3
ART-215	Drawing†*	3
ART-225	Painting†*	3
ART-235	Ceramics†	3

ART-240	Mixed Media†	3
ART-255	Sculpture†	3
ART-281	Digital Photography†	3
ART-321	Advanced Studio	3
COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-205	Visual Communication Design†*	3
COM-250	Graphic Design†	3
COM-310	Digital Media Integration	3
COM-320	Professional and Technical Writing†	3
COM-330	Advanced Design	3
COM-340	Interactive Design	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ENG-218	Principles of Creative Writing†*	3
ENG-220	Reading the World†	3
Subtotal: 63		

Field Period:

ART-294	Field Period in Art and Design	3
ART-394	Field Period in Art and Design	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Fine Arts Minor

Minor Requirements

Complete each of the following:

ART-101	Foundations of Art and Design†*	3
ART-215	Drawing†*	3
ART-225	Painting†*	3
ART-240	Mixed Media†	3
ART-321	Advanced Studio	3
Subtotal: 15		

Complete one of the following:

ART-235	Ceramics†	3
ART-255	Sculpture†	3
ART-281	Digital Photography†	3
Subtotal: 3		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

International Studies

International Studies prepares students with skills to succeed in a fast-paced, globalized workplace, in a variety of fields. Students will learn about how nations interact and the problems that affect the world as a single unit. They have the freedom to personalize their studies by following one of three possible tracks based on their preferred academic and career focus: Global Affairs and Public Policy, Global Cultures, and Global Business and Economy. Courses examine past and current international issues, theories, and policies bearing on conflict, cooperation, commerce, and cultures. In addition, students develop skills in writing, communication, and policy analysis. Through experiential learning and foreign language study, they will explore and deepen their understanding of international institutions and cultures, as well as the diversity and pluralism of the United States itself. Students can apply classroom learning in real-world contexts such as semester-long and short-term study abroad programs, online classroom exchanges with campuses in China and Vietnam, Field Period® experiences, a senior capstone course, and an international studies colloquium. The International Studies program prepares students to enter careers in government, the foreign diplomatic service, intelligence agencies, international business, journalism, international law, private consulting firms, think tanks, or international service organizations. Critical thinking, writing, presentation and research skills will be vital to any chosen career path. This major is also excellent preparation for graduate school in more specialized areas. Through International Studies, the world will be opened to students.

Students graduating with a degree in International Studies will meet the following program learning outcomes:

1. Students will acquire and demonstrate an interdisciplinary knowledge base for careers in International Studies (to include Political Science, Social Sciences, Communication Studies).
2. Students will demonstrate competency in intercultural communication.
3. Students will demonstrate competency in the analysis of politics, history, and economics.
4. Students will acquire the skills, knowledge and values to work and contribute in the challenging International Studies environment through experiential learning.
5. Students will develop a personalized learning path through a combination of core courses, tracks and electives, which will allow them to prepare for graduate school or professional life in a range of fields related to International Studies.

International Studies Global Affairs and Public Policy, Bachelor of Arts

CIP: 44.0504
HEGIS: 2210.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

COM-123	Public Speaking†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ECO-210	Principles of Macroeconomics†	3
HIS-113	World History†	3
HIS-115	Europe and the World†*	3

POL-140	International Relations†*	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 24

Recommended for Compass Curriculum/Community and Leadership: KC-301R intercultural Studies or KC-301J Leadership. Recommended: A semester or short-term study abroad is strongly encouraged through advising.

Foreign Language Requirement

International Studies majors must take at least one semester of language studies (3-4 credits).

Complete one of the following or other foreign language:

ASL-111	American Sign Language I†	4
SPA-101	Introduction to Spanish†*	3

Subtotal: 3

Global Affairs and Public Policy

Choose 5 courses including at least 2 at the 300-level from the following:

HIS-341	United States in World Affairs†	3
POL-213	East Asia and the World†*	3
POL-350	Political Philosophy†	3
POL-355	Globalization†	3
SOC-201	Applied Methods	3
COM-320	Professional and Technical Writing†	3

Subtotal: 15

Electives

Complete 4 additional electives from the following with at least one course must be at the 300-level.

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3
BUS-101	Introduction to Business and Society	3
BUS-350	International Business	3
COM-122	Communication and Our World(s)†*	3
COM-205	Visual Communication Design†*	3
COM-321	Digital Space and Social Change†	3
COM-350	Publication Design†	3
ECO-211	Principles of Microeconomics†*	3
ENG-130	Great Books†*	3
ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
HIS-250	Reading the Past: Method and Analysis†*	3
MGT-353	Business and Government Relations	3
SS-231	Statistics for Social Science†*	3

Subtotal: 12

Field Period

FP-290	Field Period	3
FP-290	Field Period	3
IS-290	International Studies Field Period	3
IS-390	International Studies Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

International Studies with Global Business and Economy, Bachelor of Arts

CIP: 44.0504
HEGIS: 2210.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

COM-123	Public Speaking†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ECO-210	Principles of Macroeconomics†	3
HIS-113	World History†	3
HIS-115	Europe and the World†*	3
POL-140	International Relations†*	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 24

Recommended for Compass Curriculum/Community and Leadership: KC-301R intercultural Studies or KC-301J Leadership.
Recommended: A semester or short-term study abroad is strongly encouraged through advising.

Foreign Language Requirement

International Studies majors must take at least one semester of language studies (3-4 credits).

Complete one of the following or other foreign language:

ASL-111	American Sign Language I†	4
SPA-101	Introduction to Spanish†*	3

Subtotal: 3

Global Business and Economy

Complete all of the following:

BUS-101	Introduction to Business and Society	3
ECO-211	Principles of Microeconomics†*	3

Subtotal: 6

Complete three from the following

BUS-350	International Business	3
COM-320	Professional and Technical Writing†	3
MGT-353	Business and Government Relations	3
POL-355	Globalization†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 9

Electives

Complete 4 additional electives from the following with at least one course must be at the 300-level.

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3
COM-122	Communication and Our World(s)†*	3
COM-205	Visual Communication Design†*	3
COM-321	Digital Space and Social Change†	3
COM-350	Publication Design†	3
ENG-130	Great Books†*	3
ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
HIS-250	Reading the Past: Method and Analysis†*	3
HIS-341	United States in World Affairs†	3
POL-213	East Asia and the World†*	3
POL-350	Political Philosophy†	3
SOC-201	Applied Methods	3
Subtotal: 12		

Field Period

FP-290	Field Period	3
FP-290	Field Period	3
IS-290	International Studies Field Period	3
IS-390	International Studies Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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International Studies with Global Cultures, Bachelor of Arts

CIP: 44.0504
HEGIS: 2210.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

COM-123	Public Speaking†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ECO-210	Principles of Macroeconomics†	3
HIS-113	World History†	3
HIS-115	Europe and the World†*	3
POL-140	International Relations†*	3
SOC-101	Introduction to Sociology†	3
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 24

Recommended for Compass Curriculum/Community and Leadership: KC-301R intercultural Studies or KC-301J Leadership. Recommended: A semester or short-term study abroad is strongly encouraged through advising.

Foreign Language Requirement

International Studies majors must take at least one semester of language studies (3-4 credits).

Complete one of the following or other foreign language:

ASL-111	American Sign Language I†	4
SPA-101	Introduction to Spanish†*	3

Subtotal: 3

Global Cultures

Choose 5 courses including at least two at the 300-level from the following:

ART-110	Art History: Beginning to Early Modern†*	3
ART-111	Art History: Early Modern to Present †*	3
COM-122	Communication and Our World(s)†*	3
COM-205	Visual Communication Design†*	3
COM-321	Digital Space and Social Change†	3
COM-350	Publication Design†	3
ENG-130	Great Books†*	3
ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
HIS-250	Reading the Past: Method and Analysis†*	3

Subtotal: 15

Second Language Proficiency: Global Cultures Track students are additionally required to demonstrate proficiency in a second language by successfully completing two 100-level courses or one 200-level course or demonstrating equivalent knowledge through testing or other procedures as determined by appropriate faculty. Another option is to demonstrate basic knowledge of 2 or more languages (through two 100-level courses) (International Students may demonstrate proficiency in English if their primary language is not English.)

Electives

Complete 4 additional electives from the following with at least one course must be at the 300-level.

BUS-101	Introduction to Business and Society	3
BUS-350	International Business	3
COM-320	Professional and Technical Writing†	3
ECO-211	Principles of Microeconomics†*	3
HIS-341	United States in World Affairs†	3
MGT-353	Business and Government Relations	3
POL-213	East Asia and the World†*	3
POL-350	Political Philosophy†	3
POL-355	Globalization†	3
SOC-201	Applied Methods	3
SS-231	Statistics for Social Science†*	3

Subtotal: 12

Field Period

FP-290	Field Period	3
FP-290	Field Period	3
IS-290	International Studies Field Period	3

IS-390	International Studies Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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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. Courses emphasize the cultural and historical context of music while also stimulating students' listening skills. Performance opportunities at Keuka College include solo and small group recitals, Chorale and Band. For more information, please see the MUS course descriptions.

Peace and Conflict Studies

Peace and Conflict Studies explores the idea that there are alternatives to conflict. This interdisciplinary program explores various root causes of conflict, including war and violence, from group, society, and world perspectives, in order to develop an understanding of peace-building, peace-keeping, and conflict-resolution efforts.

Peace and Conflict Studies Minor

Minor Requirements

Complete all of the following:

HIS-341	United States in World Affairs†	3
PHL-101	Introduction to Philosophy†*	3
POL-140	International Relations†*	3
POL-360	War, Peace and Security†	3
SOC-101	Introduction to Sociology†	3
SOC-202	Deviance and Social Control†	3
Subtotal: 18		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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† Liberal Arts Credit

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. Please see PHL and REL course descriptions for more information.

Political Science and History

With an emphasis on the historical and political developments in America, Europe, Asia, and international relations, the Political Science and History Program trains students for future careers in public service, policy analysis, historical research, law, education, government agencies, non-governmental organizations, political advocacy, and the private sector. It also provides students with a solid foundation for law school and graduate programs in the humanities and social sciences. Through courses built broadly on gaining historical and political knowledge, communication and analytical tools, and critical thinking and reasoning skills, students will be prepared for a variety of academic, professional, and career paths. Majors can also take an active part in learning, networking, and career preparation through the Political Science, History, and Pre-law Club, internships with the Albany Legislative program and Strategic Systems Program of the United States Navy, study abroad programs, as well as other Field Period® opportunities at the local, state, and federal levels.

Students graduating with a degree in Political Science and History will meet the following program outcomes:

1. Understand how language shapes and influences our world in response to diverse social, cultural, historical, and technological factors.
2. Analyze and create material, visual, and digital texts for audience, purpose, and context.
3. Synthesize the terminology, history and major traditions, genres, ethics, theory, principles and methodologies of political science and history.
4. Apply research and conceptual skills and principles of political science and history for problem solving.
5. Demonstrate mastery of communication across disciplines, build leadership skills, and work collaboratively to foster interdisciplinary curiosity, creativity, and citizenship.

Political Science and History, Bachelor of Arts

CIP: 30.4601
HEGIS: 2299.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-201	Group Culture and Communication†	3
COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ECO-210	Principles of Macroeconomics†	3
ENG-220	Reading the World†	3
HIS-113	World History†	3
HIS-115	Europe and the World†*	3
HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3

HIS-250	Reading the Past: Method and Analysis†*	3
HIS-341	United States in World Affairs†	3
HIS-350	America in the Founding Era, 1750-1815†	3
HIS-360	History of New York State†	3
HIS-365	The U.S. Civil War and Reconstruction†	3
PHL-101	Introduction to Philosophy†*	3
PHL-115	Ethics†*	3
POL-120	American Government†	3
POL-140	International Relations†*	3
POL-213	East Asia and the World†*	3
POL-325	The American Presidency†	3
POL-350	Political Philosophy†	3
POL-355	Globalization†	3
POL-360	War, Peace and Security†	3

Subtotal: 78

Field Period:

Complete 4 Field Period Experiences: Take 4 FP-290 Field Periods or substitute an internship for 1 Field Period with HIS-494 (3cr) Strategic Systems Programs of the United States Navy Internship or POL-430 (15cr) Albany Legislative Internship

FP-290	Field Period	3
HIS-494	Strategic Systems Programs of the United States Navy Internship	3
POL-430	Albany Legislative Internship	15

Subtotal: 12-24

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Political Science and History Minor

Minor Requirements

Complete the following:

HIS-120	United States History to 1877†*	3
HIS-121	United States History from 1877-Present†*	3
HIS-250	Reading the Past: Method and Analysis†*	3
POL-120	American Government†	3
POL-140	International Relations†*	3
POL-350	Political Philosophy†	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Pre-Law

Keuka College's pre-law minor provides a solid foundation for pursuing law school and law-related careers in government and legal practice through the liberal arts and supporting fields of study, including political science, history, criminal justice, and communication. This minor trains students in writing, critical thinking and reasoning, and acquaints them with philosophical and practical issues in the political and judicial systems.

Pre-Law Minor

Minor Requirements

Complete all of the following:

HIS-250	Reading the Past: Method and Analysis†*	3
POL-120	American Government†	3
POL-350	Political Philosophy†	3
Subtotal: 9		

Complete one of the following:

BUS-202	Business Law	3
CRM-101	Introduction to Criminal Justice†	3
CRM-301	Criminal Law†	3
CRM-322/SOC 322	White Collar and Corporate Crime†	3
Subtotal: 3		

Complete one of the following:

COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-321	Digital Space and Social Change†	3
ENG-220	Reading the World†	3
Subtotal: 3		

Field Period:

Field Period experience related to the Legal Profession

LAW-290	Pre-Law Field Period	3
Subtotal: 3		

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Visual Communication Design

The Bachelor of Arts degree in Visual Communication Design prepares students for communication in a multidisciplinary world. In particular, students will develop design, communication, and writing skills needed in graphic design and illustration to create and promote their work. Students develop technical understanding and design skills in the organization of imagery, typography, and information design, and communicating in two-dimensional and three-dimensional forms. Students produce work for print, motion, video, screen displays, and interactive experiences while considering marketing and target audiences.

Students graduating with a degree in Visual Communication Design will meet the following program outcomes:

1. Understand how language and art shape and influence our world in response to diverse social, cultural, historical, and technological factors.
2. Analyze and create material, visual, and digital texts for audience, purpose, and context.
3. Synthesize the terminology, history and major traditions, genres, theory, and principles of visual communication design.
4. Apply creative and conceptual skills and principles of visual communication design for problem solving.
5. Demonstrate mastery of communication across disciplines, build leadership skills, and work collaboratively to foster interdisciplinary curiosity, creativity, and citizenship.

Visual Communication Design, Bachelor of Arts

CIP: 50.0401
HEGIS: 1601.00

Major Requirements / Minimum Cumulative GPA: 2.000

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

Complete all of the following:

ART-101	Foundations of Art and Design†*	3
ART-281	Digital Photography†	3
COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-201	Group Culture and Communication†	3
COM-205	Visual Communication Design†*	3
COM-250	Graphic Design†	3
COM-310	Digital Media Integration	3
COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
COM-330	Advanced Design	3

COM-340	Interactive Design	3
COM-350	Publication Design†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
ENG-218	Principles of Creative Writing†*	3
ENG-220	Reading the World†	3
ENG-301	Editing and Publishing†	3
ENG-319	Creative Nonfiction†	3

Subtotal: 54

Field Period:

COM-290	Visual Communication Design Field Period	3
COM-394	Visual Communication Design Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Visual Communication Design Minor

Minor Requirements

Complete all of the following:

COM-205	Visual Communication Design†	3
COM-250	Graphic Design†	3
COM-310/DL 310	Digital Media Integration	3
COM-330	Advanced Design	3
COM-340	Interactive Design†	3
COM-350	Publication Design†	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Communication Minor

See Minor Requirements (p. 216)

Writing and Communication Arts

Language makes things happen. Through study and practice, students in the Bachelor of Arts degree in Writing and Communication Arts develop confidence and artistry in the power of language, literature, and communication. Students think critically and write creatively, they work in and lead teams, and they learn how to be agents of change in the world. The benefits of this program are both practical and personal. Degree-seeking students cultivate critical awareness of the human experience and pursue creative ways to compose and communicate their ideas. By becoming flexible, problem-solving, and technologically savvy communicators, students prepare for effective entry into a wide range of careers.

Students graduating with a degree in Writing and Communication Arts will meet the following program outcomes:

1. Understand how language and art shape and influence our world in response to diverse social, cultural, historical, and technological factors.
2. Analyze and create material, visual, and digital texts for audience, purpose, and context.
3. Synthesize the terminology, history and major traditions, genres, theory and principles writing and communication arts.
4. Apply creative and conceptual skills and principles of writing and communication arts for problem solving.
5. Demonstrate mastery of communication across disciplines, build leadership skills, and work collaboratively to foster interdisciplinary curiosity, creativity, and citizenship.

Writing and Communication Arts, Bachelor of Arts

CIP: 23.1301
HEGIS: 1501.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-218	Principles of Creative Writing†*	3
ENG-220	Reading the World†	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3
ENG-301	Editing and Publishing†	3
ENG-319	Creative Nonfiction†	3
ENG-320	Advanced Studies in Literature†	3
COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-201	Group Culture and Communication†	3
COM-205	Visual Communication Design†*	3
COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3
COM-350	Publication Design†	3
COM-450	Senior Capstone: Convergence in Professional Practice†	3
HIS-250	Reading the Past: Method and Analysis†*	3

Subtotal: 54

Complete one of the following:

ENG-118	Poems, Plays and Prose†*	3
ENG-125	Storytelling†*	3
ENG-130	Great Books†*	3
ENG-140	The Language of Film†*	3
ENG-145	Literature of New York State†*	3

Subtotal: 3

Complete one of the following:

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
SPA-220	Introduction to Spanish Translation and Interpretation†	3

Subtotal: 3

Field Period:

ENG-294	Writing and Communication Arts Field Period	3
ENG-394	Writing and Communication Arts Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Communication Minor

Minor Requirements

Complete all of the following:

COM-122	Communication and Our World(s)†*	3
COM-123	Public Speaking†	3
COM-201	Group Culture and Communication†	3
COM-205	Visual Communication Design†*	3
COM-320	Professional and Technical Writing†	3

Subtotal: 15

Complete ONE of the following:

COM-250	Graphic Design†	3
COM-321	Digital Space and Social Change†	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

English Minor

Minor Requirements

Complete the following:

ENG-206	The English Language†	3
ENG-207	Literature and Society in Latin America†	3
ENG-220	Reading the World†	3
ENG-223	Studies in American Literature†	3
ENG-231	Studies in British Literature†	3
ENG-320	Advanced Studies in Literature†	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Writing Minor

Minor Requirements

Complete all of the following:

ENG-218	Principles of Creative Writing†*	3
ENG-220	Reading the World†	3
ENG-301	Editing and Publishing†	3
ENG-319	Creative Nonfiction†	3

COM-320	Professional and Technical Writing†	3
COM-321	Digital Space and Social Change†	3

Subtotal: 18

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Spanish

The Spanish Program at Keuka College offers courses in Spanish language and Hispanic culture, Latin American society and literature, and intercultural communication. Combined with experiential learning, these courses support our students' growth as global citizens and leaders in their fields. The minor in Spanish and Intercultural Studies emphasizes community-engaged language learning and development of intercultural communication skills to prepare students in all programs for both professional and personal contexts. Education majors may also elect a Spanish concentration. The Spanish Program includes opportunities for real-world experiences, from working with local organizations in healthcare and education, to international Field Periods® in destinations such as Spain, Costa Rica, and Nicaragua.

Spanish Language and Intercultural Studies Minor

Minor Requirements

Complete five of the following:

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
SPA-220	Introduction to Spanish Translation and Interpretation†	3
SPA-225	Spanish in the Community†	3
ENG-207	Literature and Society in Latin America†	3
KC-301R	Integrative Studies: Intercultural Studies†*	3

Subtotal: 15

Field Period:

In consultation with the advisor, students must complete a Spanish-speaking Field Period in the United States or any Latin American designation.

SPA-290	Spanish Field Period	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Theatre

Theatre courses introduce students to the history and theory of theatre. Engaging with theatre 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. Please see THR course descriptions for more information.

Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics (NSM) includes the disciplines of biology, chemistry, environmental science, mathematics, and physics. The division offers majors leading to either a Bachelor of Arts or Bachelor of Science degree in Biology, a Bachelor of Science degree in Environmental Science, or a Bachelor of Arts degree in Sustainability.

The division also offers an interdisciplinary Bachelor of Science degree in Applied Mathematics and Finance in collaboration with the Division of Business and Management. Additionally, the division works with the Division of Education and Psychology to deliver Bachelor of Arts degrees in Adolescent Biology Education and Adolescent Mathematics Education.

The division offers minors in Applied Mathematics, Biology, Chemistry, Environmental Science, Forensic Chemistry, and Mathematics.

Biology and Chemistry

Students majoring in biology can earn either the Bachelor of Science or the Bachelor of Arts degree. These two degree options have been thoughtfully designed to provide programs of study that meet the needs of a diverse array of students with general or specialized interests in biology, and who have a variety of career goals. Whether a student intends to pursue graduate studies in the biosciences, enter a professional program, enter the job market as a bachelor's level scientist, or pursue an interdisciplinary career requiring a strong biology foundation blended with another academic discipline, students can obtain the necessary preparation through one of these biology programs. Students should discuss their interests and goals with their advisor to determine the most appropriate program and curriculum for them.

Keuka College also offers minors in chemistry and forensic chemistry. These can be used to supplement a major with an expanded understanding of science at a molecular level, and thus provide a valuable complement to a major in biology, environmental science, or other disciplines where a strong background in chemical sciences is important.

Bachelor of Science in Biology

The BS degree provides an extensive and in-depth curriculum that prepares students for a wide variety of career paths for which expertise in biology or related areas is necessary. Students will undertake a thorough study of the foundational concepts and principles of biology: cells/organisms/systems, evolution, information flow, biotechnology, and matter/energy transfer. Electives will provide flexibility that can be used to tailor their program of study to specific needs, goals, and interests. Students learn from both lecture courses and extensive laboratory experiences.

In this highly rigorous program, students will take a minimum of 74 credits of science and math courses. Upon completion, students will have the knowledge and skills necessary for careers in research areas such as pharmaceutical R&D, molecular diagnostics, biological/biochemical analysis, human biology, environmental biology, forensics, or many others. Graduates from the BS Biology program will also be well-prepared for advanced degree programs. The BS degree in Biology is also the ideal program of study for students who aspire to become physicians, veterinarians, dentists, optometrists, pharmacists, physician assistants, medical technologists, etc.

Bachelor of Arts in Biology

The BA degree provides a curriculum that is intended for students requiring some expertise in biology, but who are planning for science-related careers other than research or professional practice. The program requires fewer science credits than the BS degree, while still providing a firm understanding of the foundational concepts and principles of biology. Flexibility is provided through several science elective options. Students pursuing the BA degree are also required to complete at least 15 credits in a second field of study outside the sciences. The second field represents an additional cohesive set of courses in a non-science discipline. This second area of expertise will open doors to many professions that require a blend of disciplines. For example, a student who wants to work in scientific sales might complete their second field in marketing. A student who wants to pursue scientific writing might pick up a secondary field in communication or English. A student who wants to do patent law or science policy could pursue a secondary field in political science or pre-law.

The **Biology Minor** is an ideal complement to many other degree programs, and can be especially useful for those planning careers in health care-related areas, environmental sciences, sustainability, or many others.

The **Chemistry Minor** is intended to allow students to supplement their skill set with a stronger background at the molecular level. Additional preparation in chemistry is valuable for students intending to pursue graduate studies, professional studies (e.g., medicine, optometry, veterinary), or to seek employment in biological, environmental, pharmaceutical, or other medicine-related fields.

The **Forensic Chemistry Minor** involves the study of general, organic, and analytical chemistry in addition to criminal justice and criminal investigation.

Biology, Bachelor of Arts

CIP: 26.0101
HEGIS: 0401.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete one of the following:

MAT-105	Pre-Calculus†*	3
MAT-106	Calculus I†*	4
Subtotal: 3-4		

Complete all of the following:

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-318	Genetics†	4
BIO-390/CHM 390/ENV 390	Seminar in Scientific Communication†	2
BIO-400	Evolution†	3
BIO-401	Modern Laboratory Techniques†	4
BIO-450/CHM 450/ENV 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
MAT-103	Elementary Probability and Statistics†	3
Subtotal: 38		

Science Electives

Complete 12 additional credits from BIO CHM ENV or PHY with at least 4 credits at the 300/400 level.

Subtotal: 12

Non-Science Electives

Students should complete a minimum of 15 credits in a second discipline that is not in the natural sciences. The set of courses used to fulfill this requirement should be taken from a current Keuka College minor. Students must consult with their advisor to select coursework and gain the necessary approvals.

Subtotal: 15

Field Period

Complete 12 credits of Field Period experience

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Biology, Bachelor of Science

CIP: 26.0101
HEGIS: 0401.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-207	Microbiology†	4
BIO-318	Genetics†	4
BIO-390/CHM 390/ENV 390	Seminar in Scientific Communication†	2
BIO-400	Evolution†	3
BIO-401	Modern Laboratory Techniques†	4
BIO-450/CHM 450/ENV 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-103	Elementary Probability and Statistics†	3

MAT-106	Calculus I†*	4
PHY-201	General Physics I†	4
PHY-202	General Physics II†	4

Subtotal: 62

Science Electives

Complete 12 additional credits from BIO CHM or ENV with at least 4 credits at the 300/400 level.

Subtotal: 12

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

Summer Field Period recommended after the junior year.

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Biology Minor

Minor Requirements

Complete the following:

BIO-135	General Biology I†*	4

Subtotal: 4

Complete one of the following:

ENV-105	Environmental Science†*	4
BIO-136	General Biology II†	4

Subtotal: 4

Biology Electives:

Complete 11 additional BIO elective credits approved by the advisor and not already required in the major or concentration. At least 3 credits must be at the 300-level.

Subtotal: 11

Minor Requirements Summary:

> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Chemistry Minor

Degree Requirements

The minor requires a total of 6 chemistry lab courses, two of which must be at the 300-level or above.

Complete two of the following

CHM-310	General Biochemistry†	4
CHM-315	Analytical Chemistry†	4
CHM-328	Introduction to Physical Chemistry†	4
CHM-340	Environmental Chemistry†	4

Subtotal: 8

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

Subtotal: 16

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Forensic Chemistry Minor

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

Subtotal: 26

Recommended: Complete the following:

CRM-301	Criminal Law†	3

Subtotal: 3

Field Period: Complete a 3-credit Forensic Chemistry Field Period.

FP-290	Field Period	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Adolescent Biology Education

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

Environmental Science

The environmental science program at Keuka College 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. 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.

The interdisciplinary **Environmental Science Minor** allows students to broaden their exposure to environmental topics and applications at a deeper level than introductory coursework would allow and is a great complement to many other disciplines both in and out of the sciences.

Environmental Science, Bachelor of Science

CIP: 03.0104
HEGIS: 1999.20

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

BIO-135	General Biology I†*	4
BIO-136	General Biology II†	4
BIO-301	Plant Biology†	4
CHM-111	General Chemistry I†*	4
CHM-112	General Chemistry II†	4
CHM-206	Organic Chemistry I†	4
ENV-105	Environmental Science†*	4
ENV-250	Natural Resource Conservation†	3
ENV-310	Geographic Information Systems†	4
ENV-320	Environmental Field Techniques†	4
ENV-337/BIO 337	Ecology†	4
ENV-351	Advanced Environmental Science†	4
ENV-380	Carbon, Climate and Energy†	3
ENV-390/BIO 390/CHM 390	Seminar in Scientific Communication†	2
ENV-450/BIO 450/CHM 450	Senior Seminar in Natural Science†	2
MAT-103	Elementary Probability and Statistics†	3
MAT-106	Calculus I†*	4
PHY-201	General Physics I†	4

Subtotal: 65

Complete ONE course from the following:

CHM-315	Analytical Chemistry†	4
CHM-340	Environmental Chemistry†	4

Subtotal: 4

Complete one 4-credit option:

Option 1: Complete 4 credits from BIO-207 or any 300/400-level BIO course

Option 2: Complete 4 credits from ENV, CHM or PHY at the 200-level or higher.

Subtotal: 4

Field Period:

ENV-490	Environmental Science Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Environmental Science Minor

Minor Requirements

A minimum grade of C- is required in all courses.

Complete ALL of the following:

BIO-135	General Biology I†*	4
ENV-105	Environmental Science†*	4
ENV-250	Natural Resource Conservation†	3

Subtotal: 11

Complete ONE of the following (with accompanying lab):

CHM-107	Elements of Physiological Chemistry†*	4
CHM-112	General Chemistry II†	4

Subtotal: 4

Complete ONE of the following or an approved substitute

BIO-301	Plant Biology†	4
BIO-360/ENV 360	Limnology†	4
CHM-340	Environmental Chemistry†	4
ENV-310	Geographic Information Systems†	4
ENV-320	Environmental Field Techniques†	4
ENV-337/BIO 337	Ecology†	4

Subtotal: 3-4

Field Period

ENV-490	Environmental Science Field Period	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Mathematics

The Bachelor of Science degree in Applied Mathematics and Finance is an interdisciplinary program integrating the fields of business and mathematics. It provides a foundation for students preparing for careers in a number of fields such as corporate business analytics, project management, investments, financial advising, wealth management, banking, actuarial science, insurance and risk management. The degree also prepares students for graduate programs in applied mathematics, statistics, finance, banking, data analytics, and related fields.

Students will learn how to effectively analyze a business entity's strengths and weaknesses, as well as investigate the opportunities and threats present in the business environment. Students will be able to demonstrate skills related to the data analytics process: data acquisition, analysis, and interpretation, including the ability to clearly present findings to appropriate audiences. Students will develop an understanding of and be able to apply quantitative techniques used to support business decisions.

In addition to the major in Applied Mathematics and Finance, Keuka College mathematics offers support to several other programs. This includes minors in mathematics and applied mathematics, which are valuable complements to many other majors in which quantitative reasoning is important. Mathematics also provides content area knowledge for students majoring in adolescent mathematics education, as well as general education Compass Curriculum courses for non-mathematics and non-science majors.

Applied Mathematics and Finance, Bachelor of Science

CIP: 27.0305
HEGIS: 0503.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
ACC-102	Accounting II: Introduction to Managerial Accounting	3
BUS-101	Introduction to Business and Society	3
ECO-210	Principles of Macroeconomics†	3
ECO-211	Principles of Microeconomics†*	3
FIN-312	Financial Management	3
FIN-313	Financial Institutions	3
FIN-315	International Financial Management	3
FIN-320	Investments	3
FIN-325	Money and Banking	3
MAT-103	Elementary Probability and Statistics†	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-210	Calculus III†	4
MAT-230	Linear Algebra†	3
MAT-245	Transition to Abstract Mathematics†	3
MAT-309	Probability†	3
MAT-321	Differential Equations†	3
MAT-405	Senior Seminar†	3
Subtotal: 60		

Field Period:

FP-290	Field Period	3
FP-290	Field Period	3

FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Applied Mathematics Minor

Minor Requirements

Complete all of the following:

MAT-103	Elementary Probability and Statistics†	3
MAT-106	Calculus I†*	4
MAT-207	Calculus II†	4
MAT-210	Calculus III†	4

Subtotal: 15

Complete two of the following:

MAT-230	Linear Algebra†	3
MAT-321	Differential Equations†	3
MAT-309	Probability†	3

Subtotal: 6

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Mathematics Minor

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

Subtotal: 15

Complete two additional Mathematics courses at the 300/400 levels.

MAT-230 may also be used.

Subtotal: 6

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Adolescent Mathematics Education

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

Pre-Chiropractic

Students in the Biology, B.S. degree may enroll in the Doctor of Chiropractic 3+3 or 4+3 program with Northeast College of Health Sciences. Interested students should consult with their academic advisor as early as possible to explore this program.

Pre-Medicine, Pre-Veterinary, Pre-Dental, and Pre-Optometry

Admission requirements for the professional schools vary. Most of these programs require a broad liberal arts education with a strong background in the sciences. The individual faculty advisors and the preprofessional advisory committee work with all pre-professional students to develop programs that meet the requirements for entry to the professional school. Although these schools typically do not require a specific major, most students complete a major in biology to be best prepared for entrance exams as well as the intense professional school curriculum.

Keuka College has an Early Admissions Program (EAP) agreement for Osteopathic Medicine, Podiatry, and Dentistry with the Lake Erie College of Osteopathic Medicine. Current students who would like to pursue this option should work closely with their academic advisor. Incoming students can also be eligible to apply for this program. They should work closely with their admissions counselor during the admissions process.

Pre-Pharmacy

Keuka College has developed 3+4 articulation agreements with Pharmacy programs at Binghamton University, the University of Buffalo, and the Albany College of Pharmacy and Health Sciences. The College also has an Early Admissions Program (EAP) agreement with the pharmacy school at the Lake Erie College of Osteopathic Medicine. These agreements allow students to complete both the bachelor's degree in biology and a Doctor of Pharmacy degree in seven years, one year less than the normal process. Students should begin working with their advisor in their first year to ensure readiness for these programs.

Sustainability

As the world population continues to grow, and as demands for industrial and technological development increase, the importance of meeting these needs in a sustainable way has never been greater. It is imperative that in meeting the needs of the present, we must do so in a way that does not compromising the ability of future generations to do the same. Sustainability majors at Keuka College will engage in meaningful and substantial coursework from the three spheres of sustainability: Business/Economics, Natural Sciences, and Social Sciences. In doing so, they will acquire the background and foundation necessary to enter a wide variety of fields and professions that work toward the goal of ensuring a more prosperous, environmentally friendly, and just society for their local community, country and world, both present and future.

Sustainability, Bachelor of Arts

CIP: 30.3301
HEGIS: 1999.20

Major Requirements / Minimum Cumulative GPA: 2.000

Complete the following:

ACC-101	Accounting I: Introduction to Financial Accounting	3
BUS-101	Introduction to Business and Society	3
BUS-470	Senior Seminar in Sustainability†	3
ECO-210	Principles of Macroeconomics†	3
ECO-340	Sustainable Development†	3
ENV-105	Environmental Science†*	4
ENV-250	Natural Resource Conservation†	3
ENV-310	Geographic Information Systems†	4
ENV-337/BIO 337	Ecology†	4
ENV-380	Carbon, Climate and Energy†	3
FIN-320	Investments	3
PHL-115	Ethics†*	3
PHL-215	Environmental Ethics†	3
POL-355	Globalization†	3
SOC-101	Introduction to Sociology†	3
SOC-275/CRM 275	Environmental Sociology†	3
SWK-201	Social Welfare Policy and Services I†	3

Subtotal: 54

Field Periods:

FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Nursing

Keuka College offers programs in Nursing that culminate in BS, MS, and post-Master's Certificate credentials. The BS with a major in Nursing, the MS Adult Gerontology Primary Care Nurse Practitioner, and the post-MS Certificate Adult Gerontology Primary Care Nurse Practitioner program curriculum are based primarily on ***The Essentials: Core Competencies for Professional Nursing Education*** **(2021)**. This document highlights the core knowledge and skills necessary to address the needs of professional nursing practice and advanced nursing practice in the 21st century. This core knowledge and the accompanying skill sets and competencies 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 the following publications of the American Nurses Association (ANA): Nursing: Scope and Standards of Practice (2021); and the Code of Ethics for Nurses with Interpretive Statements (2015).

Undergraduate Nursing Programs

The license-qualifying BS in Nursing program is designed for undergraduate students who desire a residential college experience and culminates in the BS degree with a major in Nursing. The graduate of this program is eligible to take the NCLEX-RN examination.

The RN to BS in Nursing program is designed for registered nurses (RNs) who have an associate's degree in nursing and an unencumbered New York State nursing license and wish to advance their careers in health care.

MS Adult/Gerontology Primary Care Nurse Practitioner and Post-Master's Certificate

The MS in Nursing Adult Gerontology Primary Care Nurse Practitioner program is for baccalaureate prepared nurses who aspire to practice as an Adult Gerontology Primary Care Nurse Practitioner. There is a post-MS Adult Gerontology Primary Care Nurse Practitioner Certificate program for nurses who already possess a Master's degree in Nursing.

The MS in Adult/Gerontology Primary Care Nurse Practitioner program and the post-MS Adult Gerontology Primary Care Nurse Practitioner Certificate programs are delivered online with a mandatory two day in-person on-site immersion each semester of the program. The faculty designed classroom, digital, and clinical learning experiences 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 prepares 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.

Baccalaureate Nursing Graduate Outcomes

1. Commitment to Diversity: the embodiment of values which recognize and respect human differences and similarities and are marked by openness, caring and empathy.
2. Communication Ability: proficiency in multiple forms of communication including verbal, nonverbal, written and technological; and extending to inter-professional and intra-professional settings with clients, colleagues, peers and populations across multiple settings.
3. Effective Thinking Ability: the use of evidence based critical and creative thinking to expand proficiency, to enhance client outcomes, and to advance the professional across all health care settings.
4. Therapeutic Nursing Interventions: focused action based on scientific rationale, best available evidence, and clinical expertise that are executed to affectively and effectively benefit the client and/or client population.
5. Experiential Learning: the ability to integrate the "knowing" of theory and the "doing" of action to develop strategies for exemplary care giving as well as personal development.

6. Personal and Professional Development: commitment to discovery and development of self at the personal and professional level, and to engage purposefully in ongoing professional growth and self-care activities.
7. Service and Reflection: ongoing engagement in a process of self-reflection in which self and others are mutually benefitted.
8. Professional Citizenship: ethical and empowered membership and functioning in the profession with both an inter-professional and intra-professional point of view.

Master's and Post-MS Nursing Graduate Outcomes

At the completion of the Master's in Nursing Adult Gerontology Primary Care Nurse Practitioner program and the Post MS Adult Gerontology Primary Care Nurse Practitioner Certificate program, the graduate will:

1. 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.
2. Use evidence-based interventions, informatics, and educational strategies to promote, restore, maintain, and provide safe delivery of health care that is comprehensive and holistic.
3. Demonstrate exemplary clinical reasoning skills as well as practical and theoretical knowledge in clinical practice.
4. Synthesize knowledge to design, implement, and evaluate patient care and education as well as guide research.
5. Integrate theory and practice through reflection, research translation, implementation, interdisciplinary collaboration, and leadership.
6. 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.
7. 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.
8. Incorporate a commitment to life-long learning and competency in a specific advanced practice level functional role in nursing.

The MS in Nursing Adult Gerontology Primary Care Nurse Practitioner program and the Post MS Adult Gerontology Primary Care Nurse Practitioner Certificate program prepares graduates for positions in primary care outpatient settings serving adults age 18 years and older in health system and community settings.

The baccalaureate degree and master's degree in nursing 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
655 K Street NW, Suite 750
Washington, DC 20001
Telephone: (202) 887-6791

Admissions Requirements can be found in the Admissions section (p. 15) of the catalog.

Nursing, Bachelor of Science

CIP: 51.3801
HEGIS: 1203.00

The Keuka College Bachelor of Science with a major in Nursing program is guided by the philosophy that professional nursing is based in science and grounded by the humanities. Didactic, laboratory, and clinical experiences are designed to prepare the professional nurse for practice that is evidence based, interdisciplinary, and requires sound clinical reasoning skills.

A Keuka College graduate nurse is taught to embrace a holistic, patient centered approach to transforming care across the lifespan. Students are provided the opportunity to cultivate a broader view through faculty mentoring, that the reach of nursing extends from the individual to local and global populations and to practice with compassion, integrity and curiosity. Reflection and experiential learning allows students to develop and enhance their communication and nursing leadership skills.

The nursing curriculum is accredited based upon the standards set forth by New York State Education Department (NYSED) and the Commission on Collegiate Nursing Education (CCNE). The core knowledge and the accompanying skill sets required are incorporated into the didactic and clinical coursework.

Upon completion of the program requirements, the Keuka College graduate nurse will be eligible to sit for the National Council State Boards of Nursing Licensure Examination NCLEX-RN.

Major Requirements / Minimum Cumulative GPA: 2.500

Complete all of the following with a minimum grade of C:

BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
BIO-207	Microbiology†	4
CHM-107	Elements of Physiological Chemistry†*	4
PHL-115	Ethics†*	3
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
SOC-101	Introduction to Sociology†	3
SS-231	Statistics for Social Science†*	3

Subtotal: 31

KC-301T Building a Culture of Health is recommended to fulfill the Core Education Citizenship/Leadership category.

Complete all the following with a minimum grade of C:

NUR-250	Nursing Fundamentals	6
NUR-353	Holistic Health Assessment Across the Lifespan	4
NUR-362	Acute Care of the Adult I	6
NUR-365	Nursing History and Theory	4
NUR-368	Nutrition and Metabolism	4
NUR-371	Evidenced-Based Practice and Nursing Research	4
NUR-374	Maternal Child Health	3
NUR-377	Pediatric Nursing	3
NUR-382	Mental Health Nursing	3
NUR-389	Pathophysiology and Pharmacology	4
NUR-456	Population Health Nursing	5
NUR-462	Acute Care of the Adult II	6
NUR-467	Foundational Concepts of Nursing Leadership and Healthcare Management	4

Subtotal: 56

Complete one of the following with a minimum grade of C:

NUR-311	Genetics in Nursing	3
NUR-451	End of Life	3
Subtotal: 3		

Complete one of the following with a minimum grade of C:

Complete one from ASL-111, SPA-101 or higher level course.

ASL-111	American Sign Language I†	4
SPA-101	Introduction to Spanish†*	3
Subtotal: 3-4		

Field Periods

Students must complete 12 credits of Field Period. Note that 3 credits each from NUR-362 (p. 327) and NUR-462 (p. 330) are applied as Field Period in addition to the following:

FP-290	Field Period	3
NUR-491	Nursing Field Period	3
Subtotal: 6		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Nursing (RN to BS) Online Program, Bachelor of Science

CIP: 51.3801
HEGIS: 1203.10

This program available only to those applicants who meet the definition of a transfer student.

Major Requirements / Minimum Cumulative GPA: 2.500

Admission Prerequisites

BIO-203	Anatomy and Physiology I†	4
BIO-204	Anatomy and Physiology II†	4
BIO-207	Microbiology†	4
ENG-110	Writing as Inquiry†*	3
Subtotal: 15		

RN License

Students must obtain an RN License before the start of Term 2.

Associate Degree	Nursing	35
Subtotal: 35		

Supporting Coursework

Complete all of the following with a minimum grade of C:

PHL-115	Ethics†*	3
PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
SOC-101	Introduction to Sociology†	3
SS-231	Statistics for Social Science†*	3
Subtotal: 15		

Nursing Course Requirements

Complete all of the following with a minimum grade of C:

NUR-305	Historical and Theoretical Foundations	4
NUR-311	Genetics in Nursing	3
NUR-318	Nursing Research and Evidence-Based Practice	4
NUR-369	Bioenergetics and Metabolism	4
NUR-416	Population Health	4
NUR-449	Basic Organizational Systems Leadership	4
Subtotal: 23		

Field Period:

NUR-495A	Nursing Field Period and Senior Seminar I	2
NUR-495B	Nursing Field Period and Senior Seminar II	2
Subtotal: 4		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Nursing Adult/Gerontology Primary Care Nurse Practitioner, Master of Science

CIP: 51.3821
HEGIS: 1203.10

The Adult Gerontology Nurse Practitioner program prepares the RN student with a Bachelor'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 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.

Degree Requirements / Minimum Cumulative GPA: 3.000

Complete all of the following:

A minimum grade of B is required on all coursework.

NUR-500	Organizational and Systems Leadership	4
NUR-510	Nursing Theory and Research	4
NUR-520	Nursing Informatics	3
NUR-530	Health Care Policy: Advanced Practice Nurse	3
NUR-550	Advanced Health Assessment	3
NUR-560	Advanced Pathophysiology	4
NUR-570	Advanced Pharmacology	3
NUR-580	Evaluation of Adult/Gerontology Health for the Advanced Practice Nurse	4
NUR-650	Primary Care for Adult/Geriatric Patient I	4
NUR-660	Primary Care for Adult/Geriatric Patient II	4
NUR-670	Advanced Practice Nurse as Community Health Leader	4
NUR-750	Professional Seminar/Capstone	2

Subtotal: 42

See Graduation Requirements (p. 85).

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Adult/Gerontology Primary Care Nurse Practitioner Post-Master Certificate

CIP: 51.3821
HEGIS: 1203.12

The Adult Gerontology Nurse Practitioner Post Master's certificate program is a 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 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.

Post-Master of Science in Nursing

Complete the following:

A minimum grade of B is required on all coursework.

NUR-550	Advanced Health Assessment	3
NUR-560	Advanced Pathophysiology	4
NUR-570	Advanced Pharmacology	3
NUR-580	Evaluation of Adult/Gerontology Health for the Advanced Practice Nurse	4
NUR-650	Primary Care for Adult/Geriatric Patient I	4
NUR-660	Primary Care for Adult/Geriatric Patient II	4
NUR-670	Advanced Practice Nurse as Community Health Leader	4
NUR-750	Professional Seminar/Capstone	2

Subtotal: 28

See Graduation Requirements (p. 85)

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Gerontology Minor

Interdisciplinary Minor in Gerontology

Several programs at Keuka College 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	Introduction to Social Gerontology†	3
GRN-333/SWK 333	Perspectives on Aging†	3
NUR-451	End of Life	3

Subtotal: 9

Complete 6 credits from the following:

GRN-201	Sociology of Aging†	3
GRN-220	Issues in Death and Dying†	3
GRN-340	Contemporary Issues in Gerontology†	3
GRN-343	Health Care for the Older Adult†	3
GRN-399	Independent Study†	1-3

Subtotal: 6

Optional Field Period:

Optional: Complete a Gerontology Field Period after taking GRN-101 and GRN-301. Consult with your advisor.

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Social Work and Criminology/Criminal Justice

The Division of Social Work and Criminology/Criminal Justice prepares students to become ethical, compassionate, and effective professionals. Through a dynamic blend of academic coursework and experiential learning, students are equipped to address complex social issues and promote positive change.

The division offers a Bachelor of Science (B.S.) in Social Work, followed by an additional year of study to earn a Master of Science (M.S.) in Social Work. The division also offers a Bachelor of Science (B.S.) in Criminology/Criminal Justice. A minor in Criminology/Criminal Justice is also available.

Criminology and Criminal Justice

The Criminology and Criminal Justice degree program at Keuka College is based upon three dimensions of academic training and community engagement: 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, interdisciplinary awareness and application of the principles learned in the degree program through Field Period® and internship experiences harnessing the ability to understand and develop fundamental research skills.

Criminology and Criminal Justice, Bachelor of Science

CIP: 43.0103
HEGIS: 2105.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

CRM-101	Introduction to Criminal Justice†	3
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 Delinquency and Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-285	Criminology†	3
CRM-301	Criminal Law†	3
CRM-303	Victimology†	3
CRM-322/SOC 322	White Collar and Corporate Crime†	3
CRM-355	Introduction to Cybercrime	3
CRM-430	Leadership in Criminal Justice	3
CRM-440	Decision Making for Criminal Justice Administrators	3
PSY-101	Introductory Psychology†*	3
SOC-101	Introduction to Sociology†	3
SOC-202	Deviance and Social Control†	3
SOC-301	Methods of Social Research†	4
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 58

Field Periods:

Students must complete all of the following:

CRM-390	Criminology/Criminal Justice Field Period	3

CRM-490	Criminology and Criminal Justice Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3

Subtotal: 12

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Criminology and Criminal Justice Online Program, Bachelor of Science

CIP: 43.0103
HEGIS: 2105.00

Major Requirements / Minimum Cumulative GPA: 2.000

Complete all of the following:

CRM-101	Introduction to Criminal Justice†	3
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 Delinquency and Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-285	Criminology†	3
CRM-301	Criminal Law†	3
CRM-303	Victimology†	3
CRM-322/SOC 322	White Collar and Corporate Crime†	3
CRM-355	Introduction to Cybercrime	3
CRM-430	Leadership in Criminal Justice	3
CRM-440	Decision Making for Criminal Justice Administrators	3
PSY-101	Introductory Psychology†*	3
SOC-101	Introduction to Sociology†	3
SOC-202	Deviance and Social Control†	3
SOC-301	Methods of Social Research†	4
SOC-302	Cultural Diversity and Advocacy†	3

Subtotal: 58

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Criminology/Criminal Justice Minor

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 and Social Control†	3

Subtotal: 12

Complete one of the following:

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 Delinquency and Juvenile Justice†	3
CRM-255	Criminal Justice Ethics†	3
CRM-295	Introductory Topics in Criminology and Criminal Justice†	1-3

Subtotal: 3

Complete one of the following:

CRM-303	Victimology†	3
CRM-322/SOC 322	White Collar and Corporate Crime†	3
CRM-395/SOC 395	Intermediate Topics in Criminology†	3

Subtotal: 3

Complete one additional Criminology course.

See advisor for course recommendations and availability.

Subtotal: 3

Field Period:

CRM-390	Criminology/Criminal Justice Field Period	3

Subtotal: 3

Minor Requirements Summary:
> Complete all minor requirements
> Achieve a minor GPA of 2.00
> Complete at least 1/3 of the coursework at Keuka College
> The student is ultimately responsible for ensuring that all requirements are met satisfactorily.

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* Also fulfills a Compass Curriculum requirement; Cannot be counted twice in the credit total
† Liberal Arts Credit

Social Work

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 for 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. 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 all course and GPA requirements as listed in the degree requirement section;
3. Demonstration of commitment to the values and ethics of the profession, and capacity to enter generalist social work;
4. 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
5. Completion of the social work program integration process, which includes at least three integration reviews with the social work faculty. The social work faculty determines whether the student meets the program 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 and complete all necessary prerequisites for the major prior to enrollment in Senior Practicum.

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 start of senior practicum. Students must receive full recommendation to progress toward Field Practicum in their final integration review with social work faculty. 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.

BSW students must successfully complete 416 hours over the course of the field practicum. This exceeds the 400-hour minimum established by CSWE. Hours are completed at one agency. On-Campus students are in placement for 16 weeks and should complete approximately 32 hours per week (Monday-Thursday). Online students are in their placements for 19 weeks, with an optional early start of 3 weeks early, and should aim for a schedule of 20 hours per week. Students and field instructors work together to schedule hours. Hours typically occur during weekday business hours and students are expected to be flexible with their availability in order to fulfill this requirement. Though the college has scheduled breaks during the practicum, this time is not automatically allowed to the student. Rather, the student and the field site determine if these breaks best meet the agency and placement needs, or if another time would be better suited.

Some practicum placement sites include: Care Manage For All, LLC., Pathways Inc., The House of the Good Shepherd, Credo Community Center, Strong Memorial Hospital, Youth Advocate Program, Inc., The Neighborhood Center, Inc., Integrated Community Alternatives Network, Contact Community Services, Inc., Syracuse Jewish Family Services, Family Counseling Service of the Finger Lakes, Inc., Catholic Charities of Oswego County, Greater Southern Tier BOCES, Survivor Advocacy Center of the Finger Lakes, Yates County Department of Social Services, Penn Yan Manor Nursing Home, and many more.

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 & Intercultural Studies, Clinical/Counseling Psychology, as well as criminology and criminal justice.

Social Work, Bachelor of Science

CIP: 44.0701
HEGIS: 2104.00

Major Requirements / Minimum Cumulative GPA: 2.500

Minimum grade of C required in all major courses..
Students are required to maintain a 2.25 term GPA and earn a cumulative GPA of 2.5 by SWK 450.
All credit deficiencies must be completed before the start of SWK-450.

Complete all of the following:

BIO-202	Human Biology†*	4
POL-120	American Government†	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
Subtotal: 43		

Complete two of the following electives:

SWK-209	Perspectives in Early Childhood Disabilities†	3
SWK-250	Substance Use and Families†	3
SWK-331	Youth Services Delivery System	3
SWK-333/GRN 333	Perspectives on Aging	3
SWK-334	Evaluation Strategies in Human Services	3
SWK-335	Organizational Awareness and Influence	3
SWK-336	Military Culture†	3
Subtotal: 6		

Complete one of the following:

PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3
Subtotal: 3		

Senior Practicum

SWK-450, Senior Practicum and Seminar, is a 15-credit learning experience only taken at the conclusion 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 with a 2.5 minimum grade point average. No other course work or Field Periods® are permitted to be taken during the Senior Practicum, and students must complete SWK-450 with a minimum grade of C.

SWK-450	Senior Practicum and Seminar	15
Subtotal: 15		

Field Period:

SWK-390	Junior Social Work Field Period	3
SWK-490	Senior Social Work Field Period	3
FP-290	Field Period	3
FP-290	Field Period	3
Subtotal: 12		

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Social Work, Bachelor of Science Online

CIP: 44.0701
HEGIS: 2104.00

This program available only to those applicants who meet the definition of a transfer student.

Major Requirements / Minimum Cumulative GPA: 2.500

Minimum grade of C required in all major courses. Students are required to maintain a 2.25 term GPA. To be eligible for placement in SWK-450 *Senior Practicum and Seminar,* students must have first satisfactorily completed all other course and program requirements with a 2.500 minimum grade point average.

Complete all of the following:

BIO-202	Human Biology†*	4
POL-120	American Government†	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
SS-231	Statistics for Social Science†*	3

Subtotal: 43

Complete one of the following:

Minimum grade of C required.

PSY-101	Introductory Psychology†*	3
PSY-123/CFS 123	Lifespan Human Development†	3

Subtotal: 3

Complete two of the following electives:

SWK-209	Perspectives in Early Childhood Disabilities†	3
SWK-250	Substance Use and Families†	3
SWK-331	Youth Services Delivery System	3
SWK-333/GRN 333	Perspectives on Aging	3
SWK-334	Evaluation Strategies in Human Services	3
SWK-335	Organizational Awareness and Influence	3
SWK-336	Military Culture†	3

Subtotal: 6

Senior Practicum

SWK-450, Senior Practicum and Seminar, is a 15-credit learning experience only taken at the conclusion 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 with a 2.5 minimum grade point average. No other course work or Field Periods® are permitted to be taken during the Senior Practicum, and students must complete SWK-450 with a minimum grade of C.

SWK-450	Senior Practicum and Seminar	15

Subtotal: 15

*May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
†Liberal Arts and Sciences Credit

See Graduation Requirements (p. 85)

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Master of Social Work

CIP: 44.0701
HEGIS: 2104.00

Degree Requirements / Minimum Cumulative GPA: 3.000

Group 1 - Foundation Curriculum

Complete all of the following with a minimum grade of B required. A field practicum with a minimum of 400 hours is associated with SWK-527 and SWK-587.

SWK-505	Social Work Practice with Individuals	3
SWK-520	Social Work Ethics and Applications in Diversity	3
SWK-522	Research	3
SWK-527	Foundation Seminar I	3
SWK-535	Social Work Practice with Couples and Families	3
SWK-555	Community Organization	3
SWK-561	Social Policy Analysis	3
SWK-570	Human Behavior and the Social Environment	3
SWK-587	Foundation Seminar II	3

Subtotal: 27

Group 2 - Advanced Standing Curriculum

Complete all of the following with a minimum grade of B required. A field practicum with a minimum of 500 hours is associated with SWK-629 and SWK-689.

SWK-605	Clinical Social Work Practice with Individuals	3
SWK-610	Group Process	3
SWK-615	Psychopathology	3
SWK-620	Advanced Ethics in Social Work Practice	3
SWK-622	Scientific Inquiry in Social Work	3
SWK-629	Adv Clinical Social Work Practice Seminar I	3
SWK-635	Clinical Social Work Practice with Families	3
SWK-644	Assessment and Treatment of Trauma	3
SWK-670	Advanced Theory for Social Work Practice	3
SWK-689	Advanced Clinical Seminar II	3

Subtotal: 30

Group 3 - Elective

Complete one elective from the following with a minimum grade of B required.

SWK-647	Military Social Work	3
SWK-650	Treating Substance Abuse	3
SWK-652	Clinical Social Work Practice LGBTQ	3
SWK-660	Solution Focused Interventions	3

Subtotal: 3

See Graduation Requirements (p. 85)

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

To be eligible for the MSW degree, students must:

- Have a cumulative GPA of 3.0 or higher

- A grade of B or higher in all SWK courses
- Complete a minimum of 900 hours of field practicum
  - 400 hours in conjunction with SWK-527 and SWK-587
  - 500 hours in conjunction with SWK-629 and SWK-689
- Complete a master thesis paper
- Present their master thesis

The student is ultimately responsible for ensuring that all degree requirements are met satisfactorily. This documentation is provided as an advising tool and should not be considered a contract between a student and Keuka College. The College reserves the right to make changes as deemed necessary.

Courses

ACC - Accounting

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

ACC 101 - Accounting I: Introduction 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.

Offered: Every Fall and Summer.

ACC 102 - Accounting II: Introduction to 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: ACC-101. Offered: Every Spring and Summer.

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: ACC-101 and ACC-102 with minimum grades of C required. Offered: Every Fall.

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: ACC-201. Offered: Every Spring.

ACC 295 - Introductory Topics in Accounting (1-3)
An introductory study of a specific topic within Accounting. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: ACC-101 and ACC-102 with a minimum grades of C required. Offered: Even Year Fall.

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: ACC-301. Offered: Occasional.

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: ACC-102. Offered: Odd Year Spring.

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: ACC-202. Offered: Even Year Fall.

ACC 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

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: ACC-202. Offered: Odd Year Fall.

ACC 402 - Accounting Information Systems and Internal Controls (3)
This course will explore the business accounting processes and internal controls, with emphasis on ethics and corporate governance. The course will also cover the use of data flow diagrams and document flow charts to understand these business processes and evaluate internal controls. Lastly, students will learn how to use data analysis applications to aid in making real business decisions using this technology.

Prerequisite: ACC-201. Offered: Even Year Spring.

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: ACC-102. Offered: Odd Year Fall.

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: ACC-411. Offered: Occasional.

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 multinational corporations.

Prerequisite: ACC-102. Offered: Occasional.

ACC 495 - Advanced Topics in Accounting (1-3)

An advanced study of a specific topic within Accounting. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ART - Art

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall and Spring.

ART 110 - Art History: Beginning to Early Modern (3) †, *

A survey of fine art from pre-history to the Baroque period.

Offered: Every Fall.

ART 111 - Art History: Early Modern to Present (3) †, *

A survey of fine art in the Western world from the Baroque period to the present day.

Offered: Every Spring.

ART 215 - Drawing (3) †, *

A study of how the illusions of form, light and space are created on a two-dimensional plane, with emphasis on perception, compositional structure and technique. This course will analyze drawings and relevant artists to develop an understanding of their historical and cultural contexts and influences.

Offered: Every Fall and Spring.

ART 225 - Painting (3) †, *

A study of color theory through color mixing, application, technique and layering. This course will analyze paintings and relevant artists to develop an understanding of their historical and cultural contexts and influences.

Offered: Every Spring.

ART 235 - Ceramics (3) †

Clay work involving hand-building and basic glazing techniques for functional and non-functional objects. This course will analyze ceramic work and relevant artists to develop an understanding of their historical and cultural contexts and influences.

Offered: Every Fall.

ART 240 - Mixed Media (3) †

This course will study both content and form through the interaction of multiple media, whether two-dimensional or three-dimensional. Experimentation with manipulating surfaces, collage, layering, and incorporating techniques such as drawing, painting, photography and design. Investigation of artists and how ideas manifest and take physical form in contemporary art.

Prerequisite: ART-101. Offered: Odd Year Fall.

ART 245 - Printmaking (3) †

The study of printing images from blocks of wood, linoleum, plexiglass, and other techniques for their expressive and aesthetic potential. This course will analyze prints and relevant artists to develop an understanding of their historical and cultural contexts and influences.

Offered: Occasional.

ART 255 - Sculpture (3) †

A study of form and space relationships through three-dimensional design. The basic tool, material and technique will be presented. This course will analyze sculptures and relevant artists to develop an understanding of their historical and cultural contexts and influences

Offered: Odd Year Spring.

ART 281 - Digital Photography (3) †

A study in the creation of images, lighting, and design through the formal system identified as the elements and principles of art. Students will focus on digital capture of images and interpretation through a technical, conceptual and aesthetic approach. Emphasis will be placed on the evolution, history and culture of photography and its social significance and impact on the wider world. Students are to supply their own digital camera, batteries, memory cards and any necessary hardware accessories or software accessories to make the camera functional.

Offered: Every Spring.

ART 294 - 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.

Offered: Every January and Summer.

ART 295 - Introductory Topics in Art (1-3) †

An introductory study of a specific topic within Art. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

ART 321 - Advanced Studio (3)

In-depth and advanced study of form, conventions, and/or movements of a particular genre such as drawing, painting, or sculpture. The course may be repeated for credit to allow in-depth focus on different studio genres.

Prerequisite: Take one from ART-215 ART-225 or ART-240 with a minimum grade of C or instructor consent. Offered: Odd Year Spring.

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.

Offered: Every January and Summer.

ART 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ART 495 - Advanced Topics in Art (1-3) †

An advanced study of a specific topic within Art. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

AEI - ASL-English Interpreting

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

AEI 265 - Introduction to Interpreting (3)

This course provides a scope of the interpreting profession and its roles, responsibilities, and ethics within the interpreting profession. Language registers, interpreting models and processes, and interpreting practices will be explored and examined. Guidelines, protocols, practices, and trends are discussed in interpreting settings in accordance to the national, professional, and international associations.

Prerequisite: ASL-212 ASL-250 and ENG-112 with minimum grades of C; Minimum ASL Placement Score of 2. Corequisite: AEI-266 and AEI-275. Offered: Every Fall.

AEI 266 - Cognitive Processing Skills (3)

An introduction to the cognitive processing skills which are components of the complex interpreting process. Students perform exercises and activities that help to develop the ability to translate and consecutively interpret texts in both ASL and English. Students are first introduced to individual processing skills that are then combined into the complex act of interpretation. Major skill areas developed include the following: visualization, shadowing, listening and comprehension, abstracting, structuring, paraphrasing, dual task, cloze and sight translation.

Prerequisite: ASL 212 ASL-250 and ENG-112 with minimum grades of C; Minimum ASL Placement Score of 2. Corequisite: AEI-265 and AEI-275. Offered: Every Fall.

AEI 275 - English and ASL Translation (3)

This course examines translations in applied linguistics of English and ASL. Challenges encountered in the translation process between ASL and English will be identified, as well as strategies to manage challenges when translating. Analysis of forms and meanings within English and ASL translations will be emphasized. Students will focus on the development of ASL to English translation skills.

Prerequisite: ASL-212 ASL-250 and ENG-112 with minimum grades of C; Minimum ASL Placement Score of 2. Corequisite: AEI-265 and AEI-266. Offered: Every Fall.

AEI 285 - DeafBlind Translation (3)

This course explores practical considerations when working with DeafBlind consumers. Topics include linguistic and cultural adaptations for tactile interpreting. Applications include translations and tactile projections.

Prerequisite: ASL-311 with a minimum grade of C required. Offered: Every Spring.

AEI 295 - Introductory Topics in ASL-English Interpreting (1-3)

An introductory study of a specific topic within ASL-English Interpreting. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

AEI 365 - Consecutive Interpreting (3)

This course introduces students to the process and practice of interpretation between ASL and English. Class discussion and activities focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands.

Prerequisite: AEI-265 AEI-266 AEI-275 with minimum grades of C+ and ASL-311 with a minimum grade of C required. Offered: Every Spring.

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.

Offered: Every January and Summer.

AEI 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

AEI 465 - Simultaneous Interpreting and Research (3)

In this course students continue to practice and refine their ASL and English interpretation skills in a simultaneous format. Linguistic and cultural adaptations are emphasized for accuracy of interpretations to preserve meaning.

Prerequisite: AEI-365 with a minimum grade of C+ and ASL-312 with a minimum grade of C required. Corequisite: AEI-472. Offered: Every Fall.

AEI 472 - Interpreting Specialized Settings (3)

An exploration of sight translation, consecutive interpreting, and simultaneous interpreting between ASL and English within medical, educational, legal, social services, and employment contexts. Practical interpreting simulations on register variation and technical vocabulary will be introduced and practiced.

Prerequisite: AEI-365 with a minimum grade of C+ and ASL-312 with a minimum grade of C required. Corequisite: AEI-465. Offered: Every Fall.

AEI 485 - Interpreting Internship (12)

A semester-long, off-campus practical experience in approved settings where students interpret under the guidance and supervision of certified interpreter mentors verified by appropriate professional organizations.

Prerequisite: AEI-465 and AEI-472 with a minimum grade of C+ and AEI-374 and FP-290. Offered: Every Spring.

AEI 495 - Advanced Topics in ASL-English Interpreting (1-3)

An advanced study of ASL-English Interpreting. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ASL - American Sign Language

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

ASL 111 - American Sign Language I (4) †

This course introduces the basics of American Sign Language (ASL) by understanding and applying foundations of linguistics and is designed for students who have little or no previous knowledge of ASL. Emphasis is upon acquisition of comprehension, production and interactive skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences.

Corequisite: ASL-111L. Offered: Every Fall.

ASL 111L - Lab: American Sign Language I (0)

Students practice ASL and work toward fluency through guided and structured experiences including practicing dialogues and conversations under faculty supervision. Self–reflective reports and weekly participation are a requirement.

Corequisite: ASL 111.

ASL 112 - American Sign Language II (4) †

This course is designed to continue the development of American Sign Language initiated in ASL 111. ASL 112 emphasizes the development and refinement of comprehension, production, and interpersonal skills. Additional information about the Deaf community and Deaf culture will be included.

Prerequisite: ASL-111 with a minimum grade of C or a minimum ASL Placement Score of 2. Corequisite: ASL-112L. Offered: Every Spring.

ASL 112L - Lab: American Sign Language II (0)

Students practice ASL and work toward fluency through guided and structured experiences including practicing dialogues and conversations under faculty supervision. Self–reflective reports and weekly participation are a requirement.

Corequisite: ASL 112.

ASL 210 - Introduction to the Deaf Community (3) †

An analysis of socio-cultural, linguistic, and educational perspectives of American Sign Language and the Deaf community including its culture, arts, history and people. This course is designed to prepare students take ASL 420 -Deaf Culture. This course is taught in ASL.

Prerequisite: ASL-211 with minimum grade of C required. Offered: Every Spring.

ASL 211 - American Sign Language III (3) †

This course builds on the foundation of skills and knowledge learned in ASL 111 and 112. This course continues to expand upon vocabulary, the structure of complex grammatical features in narrative and dialogue formats, along with interactional and conversational skills.

Prerequisite: ASL-112 with a minimum grade of C or a minimum ASL Placement Score of 3. Offered: Every Fall.

ASL 212 - American Sign Language IV (3) †

This course is a continuation of ASL 211 and further builds the development of comprehension, sign production, and discourse skills with an emphasis on complex narration, dialogue, and stories in ASL. Discussions of Deaf culture will be included.

Prerequisite: ASL-211 with a minimum grade of C or a minimum ASL Placement Score of 4. Offered: Every Spring.

ASL 218 - Fingerspelling and Numbers in ASL (3) †

This course is intended for students who need focused practice to improve both comprehension and production skills in fingerspelling and numbers used within ASL conversational contexts at the intermediate and advanced levels. Receptive skills focus on whole word phrase recognition and fingerspelling/number comprehension in context. Expressive skills focus on the development of speed, clarity, and fluency. The course includes review of rules governing use of fingerspelling within ASL and the use of fingerspelling to support and reinforce English vocabulary recognition within educational contexts.

Prerequisite: ASL-211 previously or concurrently. Offered: Every Fall.

ASL 250 - ASL Discourse Analysis (3) †

An analysis of discourse in dialogic genres of English and American Sign Language (ASL) so that interpreting students become explicitly aware of the features of language use in everyday life. Students transcribe and analyze interaction and discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use. At the conclusion of this course, students will take the ASLPI which will determine mastery of ASL fluency by an outside evaluation agency. This is a mandatory requirement for students in the ASL-English Interpreting Program. A score of 2 or higher is required to proceed in the AEI program. Students in the ASL program are strongly encouraged to take this evaluation for feedback on their language fluency.

Prerequisite: ASL-211 and ENG-112 with a minimum grade of C required. Offered: Every Spring.

ASL 295 - Introductory Topics in American Sign Language (1-3) †

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 the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

ASL 311 - American Sign Language V (3) †

This course applies knowledge and skills of American Sign Language in complex narrative structures. Classifiers are emphasized in narrations. Analysis of Deaf cultural values and attitudes of the Deaf community are included.

Prerequisite: ASL-212 with a minimum grade of C or a minimum ASL Placement Score of 5. Offered: Every Fall.

ASL 312 - American Sign Language VI (3) †

As the sixth and final course in a sequence of American Sign Language development, this course is an in-depth study of ASL and designed to increase ASL expressive competence. Students will continue to learn ASL skills such as storytelling, health/ailments, conceptual awareness, ASL grammar analysis, use of classifiers and complex uses of space from video and written texts.

Prerequisite: ASL-311 with a minimum grade of C or a minimum ASL Placement Score of 6. Offered: Every Spring.

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: ASL-311 with a minimum grade of C required. Offered: Every Spring.

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.

Prerequisite: ASL-311 with a minimum grade of C required. Offered: Every Spring.

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.

Prerequisite: Junior or Senior Class Level. Offered: Every January and Summer.

ASL 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ASL 420 - Deaf Culture (3) †

This course is an intermediate-high level course, which provides a deeper perspective on Deaf people who use ASL and their culture. This course also analyzes the history of the Deaf community and Deaf culture in the historical terms of colonialism, as well as anthropological terms of language, culture, traditions, education, arts, social rules, and values. The course will be taught in ASL.

Prerequisite: ASL-210 and ASL-312 with minimum grades of C required. Offered: Every Fall.

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: ASL-394; Senior Class Level. Offered: Every January and Summer.

ASL 495 - Advanced Study in American Sign Language (1-3) †

An advanced study of American Sign Language. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

BIO - Biology

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

BIO 135 - General Biology I (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 and occupational science majors.

Prerequisite: MAT-102 MAT-105 or MAT-106 either previously or concurrently or a Math Placement Score of 3. Corequisite: BIO-135L. Offered: Every Fall and Spring.

BIO 135L - Lab: General Biology I (0)

Lab for BIO 135

Corequisite: BIO-135.

BIO 136 - General Biology II (4) †

An examination of the diversity of living organisms, the interaction of organisms and the physical environment, evolutionary processes thought to have shaped the continuity and change of organism form throughout time; lecture and laboratory. Course intended for natural science majors.

Prerequisite: MAT-102 MAT-105 or MAT-106 either previously or concurrently or a Math Placement Score of 3. Corequisite: BIO-136L. Offered: Every Spring.

BIO 136L - Lab: General Biology II (0)

Lab for BIO 136.

Corequisite: BIO-136.

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.

Corequisite: BIO-202L. Offered: Every Fall and Spring.

BIO 202L - Lab: Human Biology (0)

Lab for BIO 202

Corequisite: BIO-202.

BIO 203 - Anatomy and Physiology I (4) †

The course begins with cellular chemistry and function, tissues and continues through the nervous, skeletal, and muscular systems. Homeostasis and structural and functional relationships will be emphasized.

Corequisite: BIO-203L. Offered: Every Fall.

BIO 203L - Lab: Anatomy and Physiology I (0)

Lab for BIO 203.

Corequisite: BIO-203.

BIO 204 - Anatomy and Physiology II (4) †

A continuation of BIO-203. Emphasizes homeostasis and structural and functional relationships in the study of cardiovascular, respiratory, urinary, digestive, endocrine, and reproductive systems.

Prerequisite: BIO-203 with a minimum grade of C- required. Corequisite: BIO-204L. Offered: Every Spring.

BIO 204L - Lab: Anatomy and Physiology II (0)

Lab for BIO 204.

Corequisite: BIO-204.

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: BIO-135 or BIO-203 AND CHM-107 or CHM-111 with minimum grades of C- required. Corequisite: BIO-207L. Offered: Every Fall.

BIO 207L - Lab: Microbiology (0)

Lab for BIO-207

Corequisite: BIO-207.

BIO 208 - Introduction to the Natural Sciences (3) †

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.

Prerequisite: MAT-102 MAT105 or MAT-106, or a Math Placement Score of 3; Sophomore standing or higher. Offered: Every Fall.

BIO 295 - Introductory Topics in Biology (1-4) †

An introductory study of a specific topic within Biology. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

BIO 295L - Lab: Introductory Topics in Biology (0)

Lab for BIO-295.

Corequisite: BIO-295.

BIO 301 - Plant Biology (4) †

This course will cover various aspects of plant biology, including plant cells, plant anatomy and architecture, physiology and function, ecology, and the roles of plants in the environment, agriculture and society. Laboratory exercises build on lecture themes and provide hands-on learning experiences including field trips.

Prerequisite: BIO 136 with a minimum grade of C- required. Corequisite: BIO 301L . Offered: Odd Year Fall.

BIO 301L - Lab: Plant Biology (0)

Lab for BIO 301.

Corequisite: BIO-301.

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 the evolutionary mechanisms that have shaped animal structure and function over millions of years.

Prerequisite: BIO-135 and BIO-136 with a minimum grades of C- required. Corequisite: BIO-305L. Offered: Even Year Spring.

BIO 305L - Lab: Animal Diversity (0)

Lab for BIO 305.

Corequisite: BIO-305.

BIO 310 - Immunology (3) †

An introductory course in immunology in which the basic principles and concepts are stressed. Topics to be studied include the nature of antigens, haptens, immunoglobulins, and complement and their interactions; the structure, behavior, and interactions of the cell types involved in the immune response; natural resistance and acquired immunity; immune tolerance; allergies; autoimmunity; immune deficiencies; and the histocompatibility complex.

Prerequisite: BIO-207 and BIO 318 with a minimum grade of C- and minimum 1 semester organic chemistry, or consent of instructor. Offered: Even Year Fall.

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: BIO 135 with a minimum grade of C- required. Corequisite: BIO-318L. Offered: Every Spring.

BIO 318L - Lab: Genetics (0)

Lab for BIO 318

Corequisite: BIO-318.

BIO 337 - Ecology (4) †

A qualitative and quantitative study of the interrelationships of organisms and the environment; lecture and laboratory.

Prerequisite: BIO-136 or ENV-105 with a minimum grade of C- required. Corequisite: BIO-337L. Cross-Listed as: ENV-337. Offered: Even Year Fall.

BIO 337L - Lab: Ecology (0)

Lab for BIO 337.

Corequisite: BIO-337.

BIO 343 - Neuroanatomy and Physiology (4) †

Detailed study of the development, morphology, internal configuration, function, and pathological defects of the central nervous system.

Prerequisite: One combination from BIO-135/BIO-318 or BIO-203/BIO 204. Corequisite: BIO-343L. Offered: Odd Year Fall.

BIO 343L - Lab: Neuroanatomy and Physiology (0)

Lab for BIO 343.

Corequisite: BIO-343.

BIO 353 - Cell and Molecular Biology (3) †

The function of Eukaryotic cells is balanced with the study of cellular function at the molecular level with emphasis on replication, transcription and translation. Students also develop an appreciation for molecular techniques and current literature.

Prerequisite: BIO-318 with a minimum grade of C- required. Offered: Odd Year Spring.

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.

Prerequisite: CHM-112 and either BIO-136 or ENV-105. Corequisite: BIO-360L. Cross-Listed as: ENV-360. Offered: Even Year Fall.

BIO 360L - Lab: Limnology (0)

Lab for BIO 360.

Corequisite: BIO-360.

BIO 390 - Seminar in Scientific Communication (2) †

Instruction in critical reading and analysis of recent primary and secondary source journal articles in the scientific literature. Students will develop and present literature critiques of research articles relevant to their discipline in biology, biochemistry, or environmental science.

Prerequisite: ENG-112 and one combination from BIO-135/BIO-136 or CHM-111/CHM-112; One 200-300 level BIO/CHM/ENV course with a minimum grade of C- required. Cross-Listed as: CHM-390 and ENV 390. Offered: Every Fall.

BIO 398 - Undergraduate Research (1-4)

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.

Prerequisite: Junior or Senior Class Level and consent of the instructor. Cross-Listed as: CHM-398 and ENV-398.. Offered: Every Fall and Spring.

BIO 399 - Independent Study (1-4)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

BIO 400 - Evolution (3) †

This course uses animal and plant examples to illustrate and clarify fundamental concepts of evolution, with emphasis on evolutionary mechanisms and theory. Classical and modern contributions to our understanding of evolution as the unifying concept of biology will be examined.

Prerequisite: BIO-318 with a minimum grade of C- required. Offered: Every Fall.

BIO 401 - Modern Laboratory Techniques (4) †

A laboratory-based methods and skills course emphasizing molecular biology and biochemistry techniques such as nucleic acid isolation and analysis, recombinant DNA cloning, primer design, endpoint and real time PCR and the use of bioinformatics tools.

Prerequisite: BIO-318 with a minimum grade of C- required. Corequisite: BIO-401L. Offered: Every Spring.

BIO 401L - Lab: Modern Laboratory Techniques (0)

Lab for BIO-401.

Corequisite: BIO-401.

BIO 450 - Senior Seminar in Natural Science (2) †

This is considered the capstone course for students completing majors within the natural sciences. The course focuses on instruction in critical thinking, analysis and information literacy in the science field and current topics in modern science. Each student will write a substantial research paper on a scientific area of interest using knowledge from previous coursework. Each student will complete a public presentation of his/her topic.

Prerequisite: BIO-390; Junior or Senior Class Level. Cross-Listed as: CHM-450 and ENV-450. Offered: Every Spring.

BIO 495 - Advanced Topics in Biology (1-4) †

An advanced study of a specific topic within Biology. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

BIO 495L - Lab: Advanced Topics in Biology (0)

Lab for BIO-495.

Corequisite: BIO-495.

BIO 499 - Senior Research (1-4) †

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.

Prerequisite: Junior or Senior Class Level. Cross-Listed as: CHM-499 and ENV-499.. Offered: Occasional.

BUS - Business

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall.

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.

Offered: Occasional.

BUS 154 - Introduction to Computer Science (3)

We live in a digital world, and to shape it, you need to understand the systems that power it. This course teaches you not just how computers work, but how they have–and will continue to—evolve. You'll get a taste for coding by building your own website, design AI-powered products, learn how to break down technical problems, and become a wiser digital citizen in the process.

Offered: Every Fall and Spring.

BUS 155 - Programming for Everyone I (3)

Programming is not just about coding; it's about solving problems and thinking logically. This course is a general introduction to coding in Python, one of the most popular and powerful programming languages. Step-by-step, you'll use functions, logic, loops, and libraries to take your ideas from concept to reality. By the end, you'll be able to create useful applications from scratch, but more importantly solve technical problems - a key skill for everyone.

Offered: Every Fall and Spring.

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.

Offered: Every Fall and Spring.

BUS 255 - Programming for Everyone II (3)

This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development.

Prerequisite: BUS-155. Offered: Every Fall and Spring.

BUS 267 - Web Development (3)

Have you ever wondered how you'd manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML and CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users.

Prerequisite: BUS-155 or MAT-106 with a minimum grade of B required. Offered: Every Fall and Spring.

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.

Offered: Every January and Summer.

BUS 295 - Introductory Topics in Business (1-3)

An introductory study of a specific topic within Business. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: BUS-202. Offered: Occasional.

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: BUS-101 SS-231 and one from MAT-102 MAT-105 or MAT-106. Offered: Every Fall.

BUS 350 - International Business (3)

This course offers an introduction to the vital issues of international business including economics, political, cultural and operational differences with emphasis on multinational corporate policy and strategy.

Prerequisite: ACC-101 BUS-101 ECO-210 ECO-211 and MKT-220. Offered: Every Spring.

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.

Offered: Occasional.

BUS 378 - Application Development I: Backend (3)

This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems.

Prerequisite: BUS-267. Offered: Every Spring.

BUS 379 - Application Development II: Frontend (3)

This course will have you building sleek, dynamic web apps using tools, such as React and Angular. Learn to create stunning front-end interfaces, seamlessly connect them with backend services, and ensure everything runs smoothly. You'll dive into component-based architecture, manage state like a pro, and master the art of making your apps fast and responsive. By the end, you'll be ready to create full-stack applications that stand out and wow users.

Prerequisite: BUS-378. Offered: Every Fall.

BUS 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

BUS 410 - Entrepreneurship (3)

This course unites business theory and practical application by means of completing a hands-on microenterprise project. This project allows students to practice entrepreneurship by managing their own for-profit business venture. 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.

Prerequisite: ACC-101 and BUS-101; Junior or Senior Class Level. 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.

Offered: Occasional.

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.

Prerequisite: Senior Class Level. Offered: Every Spring.

BUS 470 - Senior Seminar in Sustainability (3) †

This course will serve as a upper level seminar that discusses and analyzes selected topics in the social, environmental, and economic aspects of sustainability. The course will include a student initiated research project including selection of research area, literature review, generation of hypotheses, variable identification, data-gathering analysis, and presentation and discussion of results. Current issues in sustainability and guest speakers are the foundation for class discussion and problem-driven inquiry.

Prerequisite: Senior Class Level. Offered: Every Spring.

BUS 495 - Advanced Topics in Business (1-3)

An advanced study of a specific topic within Business. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CFS - Child & Family Studies

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

CFS 123 - Lifespan Human Development (3) †

Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality.

Cross-Listed as: PSY-123. Offered: Every Fall and Spring.

CFS 238 - Adolescence (3) †

Biological, societal, familial, and peer influences in adolescent behavior; problems of youth in society.

Prerequisite: CFS-123. Cross-Listed as: PSY-238. Offered: Every Spring.

CFS 249 - Infancy and 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: CFS-123. Cross-Listed as: PSY-249. Offered: Every Fall and Spring.

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: CFS-123. Cross-Listed as: PSY-252. Offered: Every Spring.

CFS 295 - Introductory Topics in Child and Family Studies (1-3) †

An introductory study of a specific topic within Child and Family Studies. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

CFS 324 - Family Interaction (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.

Cross-Listed as: PSY-324. Offered: Even Year Fall.

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.

Cross-Listed as: SOC-344. Offered: Every Fall.

CFS 390 - Field Period in Child and 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. Students must submit an initial proposal for approval by the end of the fourth week of the semester prior to the anticipated Field Period. May be repeated for credit.

Offered: Every January and Summer.

CFS 395 - Intermediate Topics in Child and Family Studies (1-3) †

An intermediate study of a specific topic within sociology. Intended for sophomores and junior students. The student may repeat the course, but not the topic.

Offered: Occasional.

CFS 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CFS 495 - Advanced Topics in Child and Family Studies (1-3) †

An advanced study of a specific topic within Child and Family Studies. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CHM - Chemistry

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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: MAT-102 (Minimum grade C-), MAT-105, MAT-106 or a Math Placement Score of 3. Corequisite: CHM-107L. Offered: Every Spring.

CHM 107L - Lab: Elements of Physiological Chemistry (0)

Lab for CHM-107

Corequisite: CHM-107.

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: MAT-102 MAT-105 or MAT-106 either previously or concurrently or a Math Placement Score of 3. Corequisite: CHM-111L. Offered: Every Fall.

CHM 111L - Lab: General Chemistry I (0)

Lab for CHM 111.

Corequisite: CHM-111.

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: MAT-102 MAT-105 MAT-106 or a Math Placement Score of 3 and CHM-111 with minimum grades of C- required. Corequisite: CHM-112L. Offered: Every Spring.

CHM 112L - Lab: General Chemistry II (0)

Lab for CHM 112.

Corequisite: CHM-112.

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: CHM-112 with a minimum grade of C- required. Corequisite: CHM-206L. Offered: Every Fall.

CHM 206L - Lab: Organic Chemistry I (0)

Lab for CHM 206.

Corequisite: CHM-206.

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: CHM-206. Corequisite: CHM-207L. Offered: Every Spring.

CHM 207L - Lab: Organic Chemistry II (0)

Lab for CHM 207.

Corequisite: CHM-207.

CHM 295 - Introductory Topics in Chemistry (1-4) †

An introductory study of a specific topic within Chemistry. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

CHM 295L - Lab: Introductory Topics in Chemistry (0)

Lab for CHM 295

Corequisite: CHM-295.

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: BIO-135 and CHM-207 with minimum grades of C- required; Sophomore, Junior or Senior Class Level. Corequisite: CHM-310L. Offered: Every Fall.

CHM 310L - Lab: General Biochemistry (0)

Lab for CHM-310L

Corequisite: CHM-310 .

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: MAT-102 MAT-105 OR MAT-106 AND CHM-112 with a minimum grades of C required. Corequisite: CHM-315L. Offered: Even Year Spring.

CHM 315L - Lab: Analytical Chemistry (0)

Corequisite: CHM-315.

CHM 320 - Advanced Biochemistry (3) †

Provides an in-depth examination of selected areas in biochemistry with particular emphasis on topics of current interest.

Prerequisite: BIO-318 and CHM-310 with a minimum grade of C- required. Offered: Even Year Spring.

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: CHM-112 MAT-106 and PHY-201. Corequisite: CHM-328L. Offered: Occasional.

CHM 328L - Lab: Introduction to Physical Chemistry (0)

Lab for CHM 328.

Corequisite: CHM-328.

CHM 340 - Environmental Chemistry (4) †

Study of the influence of chemical interactions internal and external to ecosystems and on a global level -- reactions, solubilizations, equilibrium and dynamics in and between soils, freshwater, oceans, and the earth's atmosphere. Influences of anthropogenic perturbations to the hydrosphere, lithosphere, and atmosphere.

Prerequisite: CHM-112 and CHM-206 with minimum grades of C- required. Corequisite: CHM-340L. Offered: Odd Year Spring.

CHM 340L - Lab for Environmental Chemistry (0)

Lab for CHM 340

Corequisite: CHM-340.

CHM 350 - Inorganic Chemistry (3) †

This course will present a survey of the chemistry of the elements and their compounds, with a focus on atomic and molecular structure, periodicity, bonding, and chemical reactivity. Topics will include bonding models, molecular symmetry and structure, reactivity, and properties of transition metal complexes. Applications in the areas of bioinorganic, solid-state, and organometallic chemistry will be discussed.

Prerequisite: Grade of C- or better required.. Offered: Even Year Fall.

CHM 390 - Seminar in Scientific Communication (2) †

Instruction in critical reading and analysis of recent primary and secondary source journal articles in the scientific literature. Students will develop and present literature critiques of research articles relevant to their discipline in biology, biochemistry, or environmental science.

Prerequisite: ENG-112 and one combination from BIO-135/BIO-136 or CHM-111/CHM-112; One 200-300 level BIO/CHM/ENV course with a minimum grade of C- required. Cross-Listed as: BIO-390 and ENV-390. Offered: Every Fall.

CHM 398 - Undergraduate Research (1-4)

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.

Prerequisite: Junior or Senior Class Level. Cross-Listed as: BIO-398 and ENV-398. Offered: Every Fall and Spring.

CHM 399 - Independent Study (1-4)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CHM 450 - Senior Seminar in Natural Science (2) †

This is considered the capstone course for students completing majors within the natural sciences. The course focuses on instruction in critical thinking, analysis and information literacy in the science field and current topics in modern science. Each student will write a substantial research paper on a scientific area of interest using knowledge from previous coursework. Each student will complete a public presentation of his/her topic.

Prerequisite: CHM-390; Junior or Senior Class Level. Cross-Listed as: BIO-450 and ENV-450. Offered: Every Spring.

CHM 495 - Advanced Topics in Chemistry (1-4) †

An advanced study of a specific topic within Chemistry. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CHM 495L - Lab: Advanced Topics in Chemistry (0)

Lab for CHM 495

Corequisite: CHM-495.

CHM 499 - Senior Research (1-4) †

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.

Prerequisite: Junior or Senior Class Level. Cross-Listed as: BIO-499 and ENV-499. Offered: Occasional.

CHW - Community Health & Wellness

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

CHW 101 - Health Services Introductory Seminar (1)

This seminar course introduces Community Health and Wellness (Health Services) students to the major. Students will engage in learning activities to promote success in the program by familiarizing themselves with career options related to the major. The course will include a broad overview of current issues related to healthcare in the United States and beyond.

Offered: Every Fall.

CHW 102 - Orientation to Professional Practice II (1)

This interdisciplinary seminar course provides an overview of the foundational concepts and principles of health and human services. It aims to introduce students to the fundamental knowledge, skills, and practice benefits of an interdisciplinary approach to care. By integrating various perspectives, students will gain an introductory understanding of the roles, responsibilities, and collaborative nature of the professions in promoting health, well-being, and functional independence.

Cross-Listed as: NUR-102 OCC-102. Offered: Every Spring.

CHW 201 - Introduction to Health Care Systems (3)

The course will enable students to receive initial exposure to health care systems and attitudes applicable to the health care industry. The concepts of health, wellness, and preventative care are evaluated as well as ethical and legal responsibilities of today's health care provider. More specifically, this course introduces and describes the U.S. health care system, addressing its components and complexities. The historical basis for the system's organization will be discussed, as well as the various modes of health care delivery and the ways health care is organized, financed and delivered in the United States.

Offered: Every Fall.

CHW 220 - Introduction to Pathophysiology for Community Health (3)

This course introduces students to an overview of the disordered physiological processes associated with disease and/or injury that can occur in the human body. This course will highlight the underlying cause and effect of health, wellness, and illness in individuals and populations and prepare students to effectively communicate with community health practitioners and medical professionals.

Offered: Every Spring.

CHW 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: SS-231 with a minimum grade of C required. Offered: Every Spring.

CHW 250 - Medical Terminology/Pharmacology (2)

This course provides an overview of medical terminology and pharmacology. Students will learn the appropriate medical terminology for symptoms, diseases, treatments, and medical tests, enabling them to communicate effectively with interprofessional teams. Students will develop an understanding of medications and their impact on the body systems. The course covers the basic principles of pharmacology, including pharmacokinetics, pharmacodynamics, medication development, the FDA approval process, and interaction effects of medication.

Offered: Every Fall.

CHW 295 - Introductory Topics in Community Health and Wellness (1-3)

An introductory study of a specific topic within Community Health and Wellness. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

CHW 311 - Theoretical Principles in Health Behavior (3)

The purpose of the course is to provide the student with an understanding of the application of the social and behavioral sciences to health. The course reviews behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Public health issues related to individuals and populations will be examined in terms of social and behavioral theories, empirical research findings, and methodologies.

Prerequisite: CHW-201. Offered: Every Fall.

CHW 312 - Happiness, Well-Being and Health (3)

Concepts and constructs of wellness and health promotion are studied and analyzed in relation to one's self and the public's health. Students will integrate health behavior theories along with models of community health promotion and wellness with the objectives of Healthy People. Students will apply wellness and health promotion principles and strategies to one's own life and a proposed target population within the community.

Prerequisite: CHW-311. Offered: Every Spring.

CHW 350 - Clinical Neuroscience for Health Professionals (4)

Clinical Neuroscience is a comprehensive introductory course for Occupational Therapy (OT) and Health Science (HS) students with an orientation towards the scientific and medical foundations underlying the basic neurosciences, and the clinical conditions and approaches encountered by OT and HS practitioners. Basic neuroanatomy and neurophysiology will be emphasized, and will be accompanied by extensive discussion of clinical applications and neurological conditions that the practitioners will encounter in patients entrusted to their therapeutic care.

Prerequisite: BIO-204 with a minimum grade of C required. Corequisite: CHW-350L. Offered: Every Fall.

CHW 350L - Lab-Clinical Neuroscience for Health Professionals (0)

Lab for CHW-350

Corequisite: CHW-350.

CHW 411 - Epidemiology and Public Health (3)

This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to health policy. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. Students will practice using epidemiology to better understand, characterize and promote health at a population level through experiential learning activities.

Prerequisite: CHW-311. Offered: Every Fall.

CHW 412 - Health Promotion and Prevention Policy (3)

This course focuses on the development of advocacy and leadership at the local, state, national, and international level. Students will study topics including ethics, policy making and legislation/regulation of community health and wellness concerns at all levels.

Prerequisite: CHW-311. Offered: Every Spring.

CHW 421 - Capstone I (3)

Students will work in small project teams with faculty advisement to complete a scholarly, culminating capstone project. The faculty-led small group project allows student(s) to demonstrate application of knowledge gained. The baccalaureate capstone is an integral part of the major's curriculum design and is completed over the course of two semesters.

Prerequisite: Senior Class Level. Offered: Every Fall.

CHW 422 - Capstone II (3)

Students will work in small project teams with faculty advisement to complete a scholarly, culminating capstone project. The faculty-led small group project allows student(s) to demonstrate application of knowledge gained. The baccalaureate capstone is an integral part of the major's curriculum design and is completed over the course of two semesters.

Prerequisite: CHW-421; Senior Class Level. Offered: Every Spring.

CHW 495 - Advanced Topics in Community Health and Wellness (1-3)

An advanced study of a specific topic within Community Health and Wellness. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

COM - Communication

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

COM 122 - Communication and Our World(s) (3) †, *

The messages we send and receive, from spoken word and written statements, to facial expressions, illustrations, mass media, and more, shape how we make meaning of ourselves, our identities, and the world around us. This course provides a survey of communication theories, methods of communication (intra/interpersonal, group, organizational, intercultural, mediated, and other systems), and communication systems.

Prerequisite: ENG-100 or ENG-110. Offered: Every Fall and Spring.

COM 123 - Public Speaking (3) †

Theory and practice of speaking before a variety of audiences. Research for and preparation of original speeches.

Offered: Every Fall and Spring.

COM 200 - Editing and Publishing Practicum (1)

Practical application of basic publishing and editing skills with a focus on creative venues (literary and arts journals). Course focuses on soliciting and gathering materials for publication, making editorial judgments, and preparing periodicals for traditional and online publication. Students engage in conversations with journal editors, participate in workshops, and gain experiential learning through production and online publication of Keuka College's arts journal, Red Jacket. Students may also be encouraged to contribute their work to Red Jacket.

Offered: Occasional.

COM 201 - Group Culture and Communication (3) †

This course explores how formal and informal groups and organizations' rules and values (or cultures) are created, interpreted, sustained, and replicated through a vast network of human verbal and nonverbal communication. This course applies the basic understanding of the communication strategies discussed in Communication and Our World(s) to interpersonal, group, and organizational communication settings, and provides strategies for assessing and improving communication effectiveness.

Prerequisite: COM-122 or consent of the instructor. Offered: Every Fall.

COM 205 - Visual Communication Design (3) †, *

This course examines the history, theory, and practices of visual communication design. Through integrative methods, students explore the diverse range of specialties that comprise design, from graphic design, to information, interaction, and user experience design. Guided by formative feedback, students cultivate design thinking through active collaboration on individual and group projects.

Offered: Every Spring.

COM 250 - Graphic Design (3) †

This course introduces students to the fundamentals of graphic design. Through skills-based application, students develop facility with both traditional and digital design tools. In addition to investigating theory, hierarchy, color, typography, layout, and production, students explore strategies for concept development and creative problem solving to shape and convey visual messages.

Offered: Every Fall.

COM 290 - Visual Communication Design Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

Offered: Every January and Summer.

COM 295 - Introductory Topics in Communication (1-3) †

An introductory study of a specific topic within Communication. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

COM 310 - Digital Media Integration (3)

A project-based course that focuses on the tools, techniques, and theories of digital media production. Students cultivate proficiency with diverse methods of visual, audio, motion, and interactive design. Specific emphasis is placed on software application and the development of digital media as a means of visual communication.

Offered: Every Fall.

COM 320 - Professional and Technical Writing (3) †

The study and practice of professional writing, including but not limited to business and technical communications, formal proposals and presentations, research reports, and grant writing. Emphasis is placed on context-specific writing strategies, basic visual design, and negotiating the rhetorical expectations of professional communication genres.

Prerequisite: ENG-112. Offered: Every Spring.

COM 321 - Digital Space and Social Change (3) †

This course explores the creation and maintenance of digital public spaces by looking at how digital media ignites social movements, agitates popular and political entities, and inspires (or undermines) social change. Students interrogate information use and misuse, practice transdisciplinary research methodologies, and cultivate multimodal composition and digital literacy skills. Provides an introduction to public sphere theory, visual and digital rhetoric.

Prerequisite: ENG-112. Offered: Odd Year Fall.

COM 330 - Advanced Design (3)

Students develop proficiency in graphic and visual communication design through advanced study of design theory, systems, and methods. Investigating how design influences public awareness and community engagement, this project-based course challenges students to create designs (both individually and in groups) that promote social good. Students acquire industry preparation and begin to establish effective design portfolios.

Prerequisite: COM-205 and COM-250. Offered: Every Spring.

COM 340 - Interactive Design (3)

This course provides an overview of interactive design principles for digital interfaces and experiential applications. Through a human-centered design and project-based approach, students explore methods of interactivity from interactive experience design to website development. Projects spotlight processes for further development, including research, sketching, wireframing, prototyping, and user testing.

Prerequisite: COM-250 previously or concurrently. Offered: Every Fall.

COM 350 - Publication Design (3) †

This course offers a complementary blend of history, theory, and the principles of publication design. In addition to providing a foundation in information design, students become familiar with writing content, understanding software applications, developing workflow techniques (including style sheets and layouts), and properly using typography to design documents for print.

Prerequisite: ENG-112 and COM 205. Offered: Every Spring.

COM 394 - Visual Communication Design Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

Prerequisite: Junior or Senior Class Level. Offered: Every January and Summer.

COM 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

COM 450 - Senior Capstone: Convergence in Professional Practice (3) †

The Professional Capstone course is a concluding interdisciplinary, collaborative environment to practice and prepare for professional success after graduation. This will be done through documentation, reflection and presentation of students' body of work for audience/client interactions; preparation of professional materials; intensive mentoring; and an interdisciplinary collaborative project with professional focus. Students engage in a team-based interdisciplinary project, often with a client sponsor, representing a commercial, cultural, or social concern. Students develop strong creative solutions in the context of real world constraints. Guest talks will be frequently included. Emphasis is on teamwork, leadership and client interaction.

Prerequisite: Junior or Senior Class Level. Offered: Every Spring.

COM 495 - Advanced Topics in Communication (1-3) †

An advanced study of a specific topic within Communication. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CRM - Criminology Criminal Justice

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall.

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: CRM 101. Offered: Every Fall.

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: CRM-101. Offered: Even Year Fall.

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: CRM-101. Offered: Every Spring.

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: CRM-101. Offered: Every Fall.

CRM 234 - Juvenile Delinquency and Juvenile Justice (3) †

Juvenile delinquency is a unique kind of crime, different from ordinary adult crime in etiology, motive, prevention, justice system, and treatment. This course examines the theoretical perspectives in analysis and explanation of delinquency. This course also covers 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: CRM-101. Offered: Odd Year Spring.

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: CRM-101 and SOC-101. Offered: Even Year Spring.

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: SOC-101. Cross-Listed as: SOC-275. Offered: Even Year Fall.

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: SOC-202. Offered: Every Spring.

CRM 295 - Introductory Topics in Criminology and Criminal Justice (1-3) †

An introductory study of a specific topic within Criminology. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: CRM-101 and SOC-202. Offered: Odd Year Fall.

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 research and policy are explored.

Prerequisite: SOC-202. Offered: Every Fall.

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.

Prerequisite: SOC-202. Cross-Listed as: SOC-322. Offered: Odd Year Fall.

CRM 355 - Introduction to Cybercrime (3)

Issues facing law enforcement at local, state and federal levels involve the use of computers both to facilitate crime and as the target of crime. Cybercrime is a broad term; this course is meant to provide a brief history of the emergence and extent of cybercrime, responses by law enforcement, legislation, jurisdictional challenges and the social impact. An overview of the operation of computers, cellular networks, and the Internet will be covered. Various types of cybercrimes, cyber-criminals, and methods involved will be examined. This course will include case studies involving cybercrime to facilitate understanding and learning objectives for students.

Prerequisite: CRM-101. Offered: Odd Year Spring.

CRM 390 - Criminology/Criminal Justice Field Period (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.

Offered: Every January and Summer.

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: SOC-101. Cross-Listed as: SOC-395. Offered: Occasional.

CRM 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

CRM 430 - Leadership in Criminal Justice (3)

This course will engage students in a critical examination of the current trends in criminal justice as well as the organizational conditions that create new challenges and requisite skills for criminal justice leaders. In addition to skill development in the areas of goal setting, problem solving, and communication, this course will include assessment of personal leadership style, decision-making, and capacity to act as a change-agent for the criminal justice organization. The ability to lead others will be a central theme of the course.

Offered: Every Spring.

CRM 440 - Decision Making for Criminal Justice Administrators (3)

Criminal justice leadership helps criminal justice professionals balance legal and ethical considerations in decision-making. This course is designed to enable students to use various decision-making models and techniques for more effective decisions making in criminal justice. Students will be exposed to Statistical Analysis, Preferential Analysis, Decision Trees, as well as other decision- making models used in criminal justice administration. Emphasis will be placed on group and team decision-making.

Offered: Every Spring.

CRM 490 - Criminology and Criminal Justice Field Period (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.

Prerequisite: Senior Criminology Major. Offered: Every January and Summer.

CRM 495 - Advanced Topics in Criminology and Criminal Justice (1-3) †

An advanced study of a specific topic within Criminology. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

DAN - Dance

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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 students to classical forms and exploration of modern and jazz modes. Emphasis is on the fundamentals of movement, rhythm, composition, and style. This course provides students with an opportunity to experience and develop an appreciation for dance.

Offered: Occasional.

DAN 110 - Dance, Self and Culture (3) †

A consideration of the fundamentals of movement, dance composition 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.

Offered: Occasional.

DAN 125 - 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.

Offered: Occasional.

DAN 295 - Introductory Topics in Dance (1-3) †

An introductory study of a specific topic within Dance. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

DAN 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

DAN 495 - Advanced Topics in Dance (1-3) †

An advanced study of a specific topic within Dance. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ECO - Economics

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall.

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.

Offered: Every Spring.

ECO 295 - Introductory Topics in Economics (1-3) †

An introductory study of a specific topic in Economics. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

ECO 340 - Sustainable Development (3) †

This course explores the economic, environmental, and social strategies now employed to achieve sustainable economic development, both in advanced economies and those less developed.

Prerequisite: ECO-210 with a minimum grade of C- required. Offered: Odd Year Spring.

ECO 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ECO 495 - Advanced Topics in Economics (1-3) †

An advanced study of a specific topic in Economics. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

EDU - Education

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

EDU 002 - Mandated Reporting Workshop (0)

This workshop is mandatory for obtaining New York State teaching certification. It outlines teachers' responsibilities in recognizing and reporting child abuse. The course is graded on a pass/fail basis, with an "S" for satisfactory completion or a "U" for unsatisfactory. Candidates complete the workshop online through the Office of Child and Family Services' website.

Prerequisite: Education Majors. Offered: Every Fall and Spring.

EDU 003 - Violence Prevention and DASA Workshop (0)

A workshop addressing violence prevention, bullying intervention, and the creation of safe schools is required for the New York State teacher certification. It provides guidance in accordance with the Safe Schools Against Violence in Education Act (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. The course is graded on a pass/fail basis, with an "S" for satisfactory completion or a "U" for unsatisfactory.

Prerequisite: Education Majors. Offered: Every Fall and Spring.

EDU 004 - Safety in Schools Workshop (0)

This workshop focuses on safety education, covering topics such as alcohol and substance abuse prevention, fire and arson prevention, as mandated by Education Law section 808. It also emphasizes the importance of personal health and safety, nutrition, and the effects of dangerous or abusive environments on students' ability to learn. This workshop fulfills a requirement for New York State teacher certification and is graded on a pass/fail basis, with an "S" for satisfactory completion or a "U" for unsatisfactory.

Prerequisite: Education Majors. Offered: Every Fall and Spring.

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 lesson goals and objectives 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.

Offered: Every Fall and Spring.

EDU 209 - Early Child Perspective in Disabilities (3) †

This course focuses on the developmental, learning, behavioral, and social characteristics 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: EDU-105 previously or concurrently. Offered: Every Fall.

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 disabilities as well as other groups including but not limited to migrant, homeless, and incarcerated youth; minorities; gay, lesbian, bi- and transgendered 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 appropriate public education in the least restrictive environment are explored.

Prerequisite: EDU-105 previously or concurrently. Offered: Every Fall and Spring.

EDU 211 - Societal Perspectives in Special Education (3) †

This course focuses on the developmental, learning, behavioral, and social characteristics and needs of students at the childhood and adolescent level in grades 1-12 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 experience in local agencies serving individuals with disabilities rounds out the learning in this course.

Prerequisite: EDU-105 and EDU-210 previously or concurrently. Offered: Every Fall and Spring.

EDU 264 - Infants and Toddlers (3)

This course is a general introduction to the unique world of early childhood education and developmentally appropriate practice. Specifically, this course is an orientation to the issues, challenges, opportunities and curriculum of early childhood education from Birth to 36 months. This course examines the principles and theory behind the planning of developmentally appropriate, effective, safe, and healthy environments for infants and toddlers, with an emphasis on play-based curriculum aligned with the New York State Early Learning Guidelines. The impact of culture, language, abilities and early intervention will be addressed. Partnering with families to provide nurturance, learning experiences, and advocacy will be examined. The roles of the early childhood educator will be analyzed. A 5-hour field experience is included in this course.

Prerequisite: EDU-105 previously or concurrently (if both EDU-105 and EDU-264 are program requirements). Offered: Every Spring.

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 New York State Standards for English Language Arts provide the framework for instruction within a balanced, thematic approach. The course also includes a 5-hour field experience in an early childhood setting.

Prerequisite: EDU-105 and EDU-264; Education Early Childhood Major. Offered: Every Spring.

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.

Offered: Every January and Summer.

EDU 295 - Introductory Topics in Education (1-3)

An introductory study of a specific topic in Education. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

EDU 306 - Assessment in Inclusive Schools (3)

In this course designed for Childhood and Adolescent majors, participants will experience, learn about, and create a variety of assessments, including formative and summative. Students will design an array of assessments aligned with NYS standards. Topics will include benchmark assessments for response to intervention and diagnostics for students with IEPs. In addition, students will evaluate a norm-referenced, standardized tests.

Prerequisite: EDU-210. Offered: Every Fall and Spring.

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: ENG-112; Junior or Senior Class Level. Offered: Every Fall and Spring.

EDU 308 - Teaching in Inclusive Settings (3)

This course emphasizes the role of the special education teacher as decision-maker; one who manages the instructional/learning environment to achieve optimal outcomes for all students. Included in this course are the preparation of IEPs & IFSPs, co-teaching strategies for inclusive settings, communications with students, parents, peers and colleagues, test and instructional modifications, and the use of assistive technology. A distinct feature of this course is an examination of the relationship between the regular and special educators and the need for collaboration to ensure positive learning outcomes for all students B-2.

Prerequisite: One course from EDU-209, EDU-210 or EDU 211 and one course from EDU-309, EDU-321, EDU-322 or EDU-371. Offered: Every Fall and Spring.

EDU 309 - Integrated Methods of Teaching in the Childhood Classroom (6)

This course is an investigation into how to teach content in the inclusive elementary classroom, with an emphasis on using the New York State Standards 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 the following: use of centers, inquiry and problem-based approaches, direct instruction, the use of technology, and cooperative learning. Ten hours of field experience in elementary classrooms, to identify “theory in practice,” round out the learning in this course.

Prerequisite: EDU-306 previously or concurrently. Corequisite: EDU-310. Offered: Every Fall.

EDU 310 - Literacy in Inclusive Schools (3)

This course provides 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 skills instruction into an authentic balanced language program is fundamental to this course. Course readings and activities will guide students as they develop an understanding and repertoire of instructional techniques for working with children of diverse learning styles and developmental levels.

Prerequisite: EDU-306 previously or concurrently. Corequisite: EDU-309. Offered: Every Fall.

EDU 311 - Language in Use (3) †

The roots of this course are in sociolinguistics and the application of linguistics. Students learn about language as social experience - as a situated, fluid communicative phenomenon. Following an introduction to the defining nature and structural components of language, the course briefly investigates language development before focusing on how language is used in different contexts, ranging from more formal settings such as classrooms and places of work to less formal, more personal social settings. Students examine the demands and expectations of successful language use in these various contexts based on such concepts as academic language and language registers. Language variety and identity are explored as well related to regional dialect, ethnicity, race, and gender. This course also touches on trends in language use associated with globalization, such as the spread of English, multilingualism, code switching, and translanguaging and the impact of these on education. The overarching goal of this course is for students to learn how individuals effectively make meaning with one another across a variety of situations and contexts.

Offered: Every Fall.

EDU 312 - Early Childhood Literacy and the 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: EDU-275 previously; EDU-372 previously or concurrently. Corequisite: EDU-371. Offered: Every Fall.

EDU 316 - Childhood Literacy and the Diverse Learner (3)

This course continues the investigation of methods and materials for teaching and assessing literacy/ELA skills of elementary-aged children. Aligned with the NYS Standards for Language Arts, it focuses on tailoring instruction to meet the diverse needs of students, including those who are advanced learners and those who face challenges in developing literacy skills. Students will explore key theories and research on first and second language acquisition, equipping them to address legal, linguistic, and community-related considerations when working with students who are learning English. The course also covers Science of Reading, and strategies for collaborating with consultant teachers, specialists, and parents to support student success.

Prerequisite: EDU-310. Offered: Every Spring.

EDU 321 - Adolescent Integrative Methods of Teaching in the Classroom (4)

This course is an investigation into how to teach content in the inclusive adolescent classroom, with an emphasis on using the current NYS content standards and Benchmarks for Social and Emotional Learning as the framework for instructional planning and assessment. 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 Learning Standards and will develop the necessary planning skills and teaching strategies to be effective teachers in the 7-12 classroom. There is a 15-hour content-specific field experience component in this course.

Prerequisite: EDU-306 previously or concurrently; Sophomore, Junior or Senior Class Level. Offered: Every Fall.

EDU 322 - Instructional Design (3) †

Students examine rationally consistent basis for the design, development, and evaluation of instruction based on cognitive psychology and information-processing theory. This course will prepare prospective instructors to design and develop a course, unit, and module of instruction, and evaluate learner outcomes. Using the nine stages of instructional design procedure and integrating current research and practice in performance systems technology, this course provides applicable skills in any discipline where teaching or training is required. Likewise, this course emphasizes the social and cultural context of learning, learner-centered principles, and the affordances of new technologies, digital learning, and learning environments.

Offered: Every Spring.

EDU 343 - Education of Students with Low Incidence Disabilities (1)

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. 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. In addition, standards based and functional curriculum planning will be explored.

Prerequisite: One course from EDU-209 or EDU-211 and one course from EDU-309, EDU-371, EDU-321 or EDU-322 or permission of instructor. Offered: Every Fall.

EDU 353 - Positive Behavioral Support for SWD (1)

This course will provide candidates with an understanding of challenging behaviors and behavioral interventions and supports for students with disabilities (SWD), specifically students with low incidence disabilities. The course describes and analyzes the Positive Behavior Support (PBS) model utilized in most schools, and candidates will understand their roles and responsibilities as members of a Multi-Tiered System of Support (MTSS). Candidates in the course will also apply Functional Behavioral Assessments (FBA) and develop Behavioral Intervention Plans (BIP) to IEP design as part of the PBS model. Collaboration among stakeholders, team members, parents, paraprofessionals, administrators, and students, is emphasized in the course as a means to cultivate academic success for all.

Prerequisite: EDU 209 or EDU 211 and EDU 210 or permission of instructor. Offered: Every Fall and Spring.

EDU 355 - Educational Psychology (3) †

This course focuses on the application of psychological findings and principles to the field of education. It explores the array of individual learning and behavioral differences found in the diverse student population of today's schools. Students will compare and contrast tenets of the primary theories of learning (behavioral, cognitive, developmental, constructivist and social).

Prerequisite: PSY-101 or PSY-123. Cross-Listed as: PSY-355. Offered: Every Fall and Spring.

EDU 357 - Adolescent Literacy I (3)

This course is the first in a two-part series aimed at equipping pre-service adolescent teachers with the knowledge and skills to help their future students develop the literacy strategies and skills essential for success in middle and high school content-area classes. The course introduces foundational theories and practical approaches to literacy instruction, including Science of Reading, tailored to meet the needs of students in contemporary classrooms. It examines how literacy practices develop and can be strengthened, as well as the role of critical literacy and new literacies in a globalized world. Throughout the course, preservice teachers will engage in activities focused on reading, writing, listening, and speaking to build their understanding of effective literacy instruction.

Prerequisite: EDU-306 previously or concurrently. Corequisite: EDU-321. Offered: Every Fall.

EDU 358 - Adolescent Literacy II (3)

The follow-up course to EDU-357 emphasizes assessing literacy skills in adolescent learners and their application to content-area learning. Students will explore key theories and research on language structure and acquisition to support English language learners (ELLs) in developing language proficiency and achieving success in content areas. A significant focus of the course is on assessment, diagnosis, and remediation strategies. Students will apply their understanding of assessment principles by creating and conducting a case study in a clinical setting.

Prerequisite: EDU-357. Offered: Every Spring.

EDU 371 - Early Childhood Methods (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: EDU-105 and EDU-372 previously or concurrently. Corequisite: EDU-312. Offered: Every Fall.

EDU 372 - Assessment in Early Childhood 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: EDU-105 and EDU-275. Offered: Every Fall.

EDU 373 - Teaching in Inclusive Schools (3)

This course emphasizes the role of the special education teacher as decision-maker; one who manages the instructional/learning environment so as to achieve optimal outcomes for all students. Included in this course are the preparation of IEPs, Transition Plans, co-teaching strategies, communications with students, parents, peers and colleagues, test and instructional modifications, and the use of assistive technology. A distinct feature of this course is an examination of the need for collaboration between regular and special education professionals and the need to ensure positive learning outcomes for all students across P-12.

Prerequisite: One from EDU 209, EDU 210 or EDU 211, and one from EDU-309, EDU-321, EDU-322 or EDU-371. Offered: Every Fall and Spring.

EDU 374 - Professional Leadership 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: EDU-105 and EDU-264. Offered: Every Spring.

EDU 383 - Collaborative Transition/Disabilities (1)

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. 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: Pre- or Co-requisites: EDU-308 and EDU-373, or permission of instructor.. Offered: Every Fall.

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 create an 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: One combination from EDU-371/EDU-312 or EDU-309/EDU-310. Offered: Every Spring.

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.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

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.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

EDU 393 - SWD All Grades Education Field Period (3)

An off-campus classroom field 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 extended grades needed for special education at all grades (Adolescent majors need to work in grades P-6, Childhood in grades 7-12, and Early Childhood in 7-12). This cannot be taken as a First-Year Field Period.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

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.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

EDU 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

EDU 410 - Professional Management Issues (2)

This course provides an opportunity for pre-service teachers to integrate knowledge and skills learned previously and develop a personal teaching style. Some topics include classroom management techniques, application of teaching methodologies, provisions for individualization of instruction for special needs students, and working with parents & families. All aspects of this course help prepare the students for student teaching and their eventual induction into the teaching profession.

Prerequisite: EDU-105 with a minimum grade of C and one methods course from EDU-309 EDU-321 or EDU-371. Offered: Every Fall and Spring.

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: EDU-410. Offered: Every Fall and Spring.

EDU 452 - Student Teaching in Adolescent Education (11)

Fourteen-week sequence of supervised student teaching in area 7-9 and 10-12 classrooms.

Prerequisite: EDU-410 previously and EDU-411 previously or concurrently; Senior Class Level. Offered: Every Fall and Spring.

EDU 454 - Student Teaching in Childhood and Special Education (11)

Fourteen-week sequence of supervised student teaching in elementary and special education.

Prerequisite: EDU-410 previously and EDU-411 previously or concurrently; Junior or Senior Class Level. Corequisite: EDU-411. Offered: Every Fall and Spring.

EDU 455 - Student Teaching in Adolescent and Special Education (11)

Fourteen-week sequence of supervised student teaching in secondary and special education.

Prerequisite: EDU-410 previously and EDU-411 previously or concurrently; Junior or Senior Class Level. Corequisite: EDU-411. Offered: Every Fall and Spring.

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: EDU-410 previously and EDU-411 previously or concurrently; Junior or Senior Class Level. Corequisite: EDU-411. Offered: Every Fall and Spring.

EDU 457 - Student Teaching in Adolescent Generalist Special Education (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: EDU-410 previously and EDU-411 previously or concurrently; Junior or Senior Class Level. Corequisite: EDU-411. Offered: Every Fall and Spring.

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, principles, and practices of instructional 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 discussing 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 presentation 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 professional setting where a client is defined and solicited for purposes of the capstone project, is included in this course.

Prerequisite: Senior Class Level. Offered: Every Spring.

EDU 495 - Advanced Topics in Education (1-3)

An advanced study of a specific topic in Education. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

EDU 501 - Introduction to Educational Research (3)

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

Offered: Every Summer.

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

Offered: Every Summer.

EDU 531 - Assessment-Based Instruction PreK-2 (3)

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, and design remedial interventions. Teachers will develop the skills necessary to ensure 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. Course includes 10 hours of clinical teaching experience.

Offered: Every Fall.

EDU 532 - Practicum All Grades (3)

This supervised field experience in PreK-4 and 5-12 grades combines practice, demonstration, self-evaluation, and validation of competencies gained in the literacy program. Students will be teaching literacy under the supervision of a college faculty member.

Offered: Every Summer.

EDU 534 - Assessment-Based Instruction 2-6 (3)

This course identifies goals for data driven literacy instruction for students in elementary grades two 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 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. Course includes 10 hours of clinical teaching experience.

Offered: Every Spring.

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 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.

Offered: Every Summer.

EDU 536 - Literacy in the Digital Age (3)

This course is designed to provide candidates with knowledge of materials and technology as instructional tools for literacy learning in all grades. Candidates will learn about uses of instructional and assistive technology, and learn to incorporate technology into teaching and learning to acquire information, communicate and enhance learning for all students. This course will include assessing student interest, evaluating the developmental levels, qualities, and efficacy of materials and technology, and consideration of instructional frameworks for technology-enhanced literacy instruction for all grades.

Offered: Every Summer.

EDU 537 - Professional 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 leadership is the ability to advocate for effective literacy education. Therefore, an additional goal of this course is to provide students with the opportunity to develop their leadership and advocacy skills.

Offered: Every Fall.

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.

Offered: Every Spring.

EDU 541 - Assessment-Based Literacy Instruction 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.

Offered: Every Fall.

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.

Offered: Every Summer.

EDU 543 - Content Area Literacy 5-12 (3)

This course is designed to highlight the role of literacy assessment, acquisition, and application within the content areas in grades 5-12. It will provide an in-depth exploration of formal and informal assessment methods, teaching methods and materials relevant to literacy instruction for the content areas and students in today's diverse classrooms. 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 of all abilities through culturally relevant pedagogy and curriculum, the use of multicultural materials, and alternative and adaptive methods, and the use of technology. Course includes 10 hours of clinical teaching experience.

Offered: Every Spring.

EDU 546 - Literacy for Diverse Learners (3)

Course will build on candidates' existing knowledge of working with diverse learners, and expand on it with topics related to exploring strategies for addressing a number of sociocultural frameworks looking at issues such as diversity, race, culture, language, and social hierarchies, and their connections to literacy. Candidates will engage in identifying appropriate instructional approaches and literacy services for students who are diverse in race, ethnicity, culture, language, social class, religion, disability, gender, sexual orientation, and ability. Current research contributing to our understanding of working with diverse learners and literacy will be examined.

Offered: Every Fall.

EDU 557 - Integrated Project Seminar (3)

This seminar is a culminating experience of the graduate program. Candidates will synthesize their understanding of a literacy specialist's role by designing and developing an integrated project that is of interest to them. The project will represent candidates' interpretation of current literacy research, supportive instructional design for literacy practices, and their application. Candidates will participate in a presentation of their project to an audience of college faculty, peers, and invited guests.

Offered: Every Summer.

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 ideas, concerns, and drafts of their final project for peer review. This research seminar is the terminal experience in the master's degree program. As such, it represents a synthesis and culmination of the research in literacy instruction, the application of research-based best practices, and reflection on the efficacy of their instructional practices and decision making.

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 capstone projects as well as complete the IRB proposal. This is a pass/fail course.

Prerequisite: EDU-501 and EDU-530 with a minimum grade of B required. Offered: Every Fall.

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: EDU-560A. Offered: Every Spring.

EDU 560C - Professional Seminar 3 (1)

This is a course designed to facilitate the professional completion of graduate student's 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: EDU-560B and approval of mentor. Offered: Every Summer.

ENG - English

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

ENG 100 - Writing as Conversation (4) †, *

This course provides students with focused study of process-based writing and emphasizes critical reading and the ability to respond clearly and effectively to a variety of rhetorical situations. Students learn to read as writers and write for an assortment of purposes and audiences. Through holistic instruction and weekly workshops, students actively engage in and produce effective writing.

Offered: Every Fall and Spring.

ENG 110 - Writing as Inquiry (3) †, *

This course focuses on writing as a means of discovery and inquiry. Students read and examine texts in order to evaluate the choices writers make and to develop their own perspectives and rhetorical authority. By exploring how writing functions in a range of academic, professional, and public contexts, students gain practice composing in a variety of modalities. Students give and receive feedback, revise their work, reflect on their growth as writers, and improve basic digital and information literacy skills.

Prerequisite: By placement. Offered: Every Fall and Spring.

ENG 112 - Writing as Argument (3) †, *

This course focuses on writing as research-based argument. As a means of arriving at and writing from committed stances, student writers learn to seek out, interrogate, and effectively use a variety of popular and academic sources. Students write in academic and professional modes, putting their own ideas in conversation with the ideas of others, and shaping arguments for multiple purposes and audiences. Particular emphasis is placed on advanced digital and information literacy skills.

Prerequisite: ENG-100 or ENG-110 with a minimum grade of C-. Offered: Every Fall and Spring.

ENG 112.H - HONORS: Writing as Argument (3) †, *

This course focuses on writing as research-based argument. As a means of arriving at and writing from committed stances, student writers learn to seek out, interrogate, and effectively use a variety of popular and academic sources. Students write in academic and professional modes, putting their own ideas in conversation with the ideas of others, and shaping arguments for multiple purposes and audiences. Particular emphasis is placed on advanced digital and information literacy skills. The Honors section of this course includes additional experiential learning, field-based research, and the production of a public-facing composition.

Prerequisite: ENG-100 or ENG-110 with a minimum grade of C-; Designated for Keuka College Honors Students. Offered: Every Fall and Spring.

ENG 118 - Poems, Plays and Prose (3) †, *

An introduction to the three most recognizable genres of literature: poetry, drama, and prose. Course focuses on reading texts from a variety of historical periods, cultural traditions, and critical perspectives. Approach may be topical or thematic and may vary from semester to semester.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Occasional.

ENG 125 - Storytelling (3) †, *

We will examine how stories represent and respond to the human experience and develop skills of interpretation, analysis, and critical evaluation.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Every Spring.

ENG 130 - Great Books (3) †, *

This course examines great works of literature that shaped or have been shaped by the Western literary tradition. Representative texts selected from the Judeo-Christian scriptures, the classical tradition of Greek and Roman literature, and/or from the early modern period to the present. This course evaluates works through understanding cultural contexts, influences, and genres.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Every Spring.

ENG 140 - The Language of Film (3) †, *

This course treats the script to screen process as a problem to be solved. Students study the language of film and filmmaking in order to understand how stories, words, and ideas are translated into images and actions on the big screen. By focusing specifically on films developed from books and plays, students learn to evaluate, interpret, and analyze the purpose, context, and audience of textual and visual media.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Every Spring.

ENG 145 - Literature of New York State (3) †, *

This course focuses on works of imaginative literature from the state of New York and challenges students to consider the implications and consequences of historical and cultural constructions of place. Through reading, discussing, and writing about literature that specifically considers human interactions with their physical environments, students explore the means by which the natural world is understood and represented, and they interrogate the ways physical spaces are reorganized into cultural places.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Occasional.

ENG 145 - HONORS: Literature of New York State (3) †, *

This course focuses on works of imaginative literature from the state of New York and challenges students to consider the implications and consequences of historical and cultural constructions of place. Through reading, discussing, and writing about literature that specifically considers human interactions with their physical environments, students explore the means by which the natural world is understood and represented, and they interrogate the ways physical spaces are reorganized into cultural places. The Honors section includes additional experiential learning, co-curricular elements, and applied community activities, including trips to visit locations depicted in the literature.

Prerequisite: ENG-100 or ENG-110 previously or concurrently; Designated for Keuka College Honors Students. Offered: Occasional.

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.

Offered: Occasional.

ENG 206 - The English Language (3) †

This course provides a compelling look into the nature and uses 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: ENG-112. Offered: Every Fall.

ENG 207 - Literature 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: ENG-100 or ENG-110. Offered: Every Spring.

ENG 213 - Children's Literature (3) †

A survey of quality literature past and present for children and young adults.

Prerequisite: ENG-100 or ENG-110. Offered: Every Spring.

ENG 218 - Principles of Creative Writing (3) †, *

This course introduces student writers to the fundamentals of writing fiction and poetry. Through instructor facilitated discussion and workshops, student writers analyze models, experiment with technique and form, review and discuss peer compositions, and cultivate their own writing voices.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Every Fall and Spring.

ENG 220 - Reading the World (3) †

This course is about reading. It is not just about reading to comprehend. It is about interpretation, analysis, and the use of material, visual, and digital texts. How do art, architecture, clothing, media, and music influence what we do, believe, and think? How do history and culture shape what we see and read? How do we use culture and ideology to persuade others to change their minds or take action? This course introduces and puts into practice the fundamentals of rhetorical theory and analysis. Emphasis is placed on applying critical and rhetorical perspectives to contemporary contexts and artifacts—art, music, film and television, digital and social media.

Prerequisite: ENG-100 or ENG-110 previously or concurrently. Offered: Every Fall.

ENG 223 - Studies in American Literature (3) †

An examination of a variety of perspectives that define American literature in relation to their historical, linguistic, and cultural contexts.

Prerequisite: ENG-112 previously or concurrently. Offered: Odd Year Fall.

ENG 231 - Studies in British Literature (3) †

An examination of British works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts.

Prerequisite: ENG-112 previously or concurrently. Offered: Even Year Fall.

ENG 294 - Writing and Communication Arts Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

ENG 295 - Introductory Topics in English (1-3) †

An introductory study of a specific topic within English. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

ENG 301 - Editing and Publishing (3) †

This course focuses on the fundamentals of print and digital editing and publishing. Students develop line editing and peer review skills, explore the various roles of editors and publishers, and examine the ways writers negotiate the complex world of publishing. Familiarizes students with a range of writing-related careers.

Prerequisite: ENG 218; Sophomore, Junior or Senior Class Level. Offered: Every Fall.

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: ENG-112. Offered: Every Spring.

ENG 320 - Advanced Studies in Literature (3) †

Advanced study of a topic, theme, or genre through intensive study of representative works of literature.

Prerequisite: ENG-112 previously or concurrently; Junior or Senior Class Level. Offered: Odd Year Spring.

ENG 394 - Writing and Communication Arts Field Period (3)

Off-campus experiential education opportunity that allows the student to apply his/her academic knowledge to a real-career setting.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

ENG 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ENG 495 - Advanced Topics in English (1-3) †

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.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ENV - Environmental Sciences

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Prerequisite: MAT-102 MAT-105 or MAT-106 either previously or concurrently or a Math Placement Score of 3. Corequisite: ENV-105L. Offered: Every Fall and Spring.

ENV 105L - Lab: Environmental Science (0)

Lab for ENV 105.

Corequisite: ENV-105.

ENV 250 - Natural Resource Conservation (3) †

This course provides a broad overview of natural resource conservation with particular emphasis on soil, water, and biodiversity. Principles of natural resource conservation, management techniques, current issues, and the history of conservation will be investigated.

Prerequisite: Recommended ENV-105 or BIO-136 with a minimum grade C-. Offered: Odd Year Spring.

ENV 295 - Introductory Topics in Environmental Science (1-4) †

An introductory study of a specific topic within Environmental Science. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Prerequisite: CHM-111 and BIO-136. Offered: Occasional.

ENV 295L - Lab: Introductory Topics in Environmental Science (0)

Lab for ENV-295

Corequisite: ENV-295.

ENV 310 - Geographic Information Systems (4) †

This course offers an introduction to concepts of Geographic Information Systems, geospatial analysis, and visualization. GIS skills will be developed with hands-on use of leading software.

Prerequisite: BIO-136 or ENV-105 with a minimum grade of C- required. Corequisite: ENV-310L. Offered: Odd Year Spring.

ENV 310L - Lab: Geographic Information Systems (0)

Lab for ENV-310

Corequisite: ENV-310.

ENV 320 - Environmental Field Techniques (4) †

This field course offers an introduction to the identification of organisms relevant to environmental science, as well as survey techniques, sampling, and analysis. Emphasis will be on local ecosystems and sampling and analytical techniques currently employed by regional environmental science-related agencies.

Prerequisite: BIO-135 or BIO-136 and CHM-112 with minimum grades of C- required. Corequisite: ENV-320L. Offered: Odd Year Fall.

ENV 320L - Lab: Environmental Field Techniques (0)

Lab for ENG-320.

Corequisite: ENV-320.

ENV 337 - Ecology (4) †

A qualitative and quantitative study of the interrelationships of organisms and the environment; lecture and laboratory.

Prerequisite: BIO-136 or ENV-105 with a minimum grade of C- required. Corequisite: ENV-337L. Cross-Listed as: BIO-337. Offered: Even Year Fall.

ENV 337L - Lab: Ecology (0)

Lab for ENV 337.

Corequisite: ENV-337.

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: BIO-136 CHM-206 and ENV-105. Corequisite: ENV-351L. Offered: Even Year Spring.

ENV 351L - Lab: Advanced Environmental Science (0)

Lab for ENV 351.

Corequisite: ENV-351.

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.

Prerequisite: CHM-112 and either BIO-136 or ENV-105. Corequisite: ENV-360L. Cross-Listed as: BIO-360. Offered: Even Year Fall.

ENV 360L - Lab: Limnology (0)

Lab for ENV 360.

Corequisite: ENV-360.

ENV 380 - Carbon, Climate and Energy (3) †

This course provides a deeper look into the nature of the global climate system. Students will examine the factors influencing climate, including interactions among the atmosphere, oceans, solid earth, and biosphere. Aspects of the carbon cycle and transfer of energy between systems will be explored, with a focus on impacts due to human activities.

Prerequisite: CHM-112 or ENV-105 with a minimum grade of C- required. Offered: Even Year Spring.

ENV 390 - Seminar in Scientific Communication (2) †

Instruction in critical reading and analysis of recent primary and secondary source journal articles in the scientific literature. Students will develop and present literature critiques of research articles relevant to their discipline in biology, biochemistry, or environmental science.

Prerequisite: ENG-112 and one combination from BIO-135/BIO-136 or CHM-111/CHM-112; One 200-300 level BIO/CHM/ENV course with a minimum grade of C- required. Cross-Listed as: BIO-390 and CHM-390. Offered: Every Fall.

ENV 398 - Undergraduate Research (1-4)

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.

Prerequisite: Junior or Senior Class Level. Cross-Listed as: BIO-398 and CHM-398. Offered: Every Fall and Spring.

ENV 399 - Independent Study (1-4) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ENV 450 - Senior Seminar in Natural Science (2) †

This is considered the capstone course for students completing majors within the natural sciences. The course focuses on instruction in critical thinking, analysis and information literacy in the science field and current topics in modern science. Each student will write a substantial research paper on a scientific area of interest using knowledge from previous coursework. Each student will complete a public presentation of his/her topic.

Prerequisite: ENV-390; Junior or Senior Class Level. Cross-Listed as: BIO-450 and CHM-450. Offered: Every Spring.

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.

Prerequisite: Junior or Senior Class Level. Offered: Every January and Summer.

ENV 495 - Advanced Topics in Environmental Science (1-4) †

An advanced study of a specific topic within Environmental Science. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

ENV 495L - Lab: Advanced Topics in Environmental Science (0)

Lab for ENV-495

Corequisite: ENV-495.

ENV 499 - Senior Research (1-4) †

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.

Cross-Listed as: BIO-499 and CHM-499. Offered: Every Fall and Spring.

ESM - Esports Management

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

ESM 100 - Introduction to Esports Management (3)

This is an introductory course for sports and Esports management. Students will be taught the basic principles of administrative and management concepts associated with sports and Esports. Descriptions of career opportunities are provided to help the student design a course of study that best meets his/her career goals.

Cross-Listed as: SPS-100. Offered: Every Spring.

ESM 201 - Esports Management I (3)

An overview of the sports and Esports management industries focusing on identification and applying theoretical knowledge to real-world actions. The course will dive into professional sports, as well as collegiate and introduce how the emergence of Esports is impacting the sports industry. Content will include sales, marketing and promotions, and public relations and communications as it pertains to sports.

Prerequisite: ESM-100. Cross-Listed as: SPS-201. Offered: Every Fall.

ESM 295 - Introductory Topics in Esports Management (1-3)

An introductory study of a specific topic within Esports Management. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

ESM 301 - Esports Management II (3)

An in-depth focus and practical application of sports and Esports management. to include strategic planning, finance, event management, and personnel management. Course content will include strategic planning, event management, personnel management, finance, marketing, and emerging technologies in sports/Esports. Upon completion of this course, you will understand the competencies necessary for managing and operating sports and Esports events.

Prerequisite: ESM-201. Cross-Listed as: SPS-301. Offered: Every Spring.

ESM 401 - Esports Management Senior Capstone (3)

Selected independent study of design project with approval of departmental personnel. Students are able to apply classroom theory to practical experience.

Prerequisite: ESM-301; Junior or Senior Class Level. Cross-Listed as: SPS-401. Offered: Occasional.

ESM 495 - Advanced Topics in Esports Management (1-3)

An advanced study of a specific topic within Esports Management. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

EXP - 1st Year Experience

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

EXP 300 - Foundations for Adult and Experiential 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.

Offered: Every Fall and Spring.

FIN - Finance

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

FIN 295 - Introductory Topics in Finance (1-3)

An introductory study of a specific topic within Finance. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: ACC-101. Offered: Every Spring.

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.

Offered: Occasional.

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.

Offered: Every Spring.

FIN 320 - Investments (3)

This course provides a solid foundation in investment and securities analysis. Topics covered in this course include elements of investments, portfolio theory, debt securities, equities, security analysis, derivative markets, investment processes, behavioral finance, and technical analysis. Students learn how to generate their own investment strategies using Exchange Traded Funds ("ETFs").

Offered: Every Spring.

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: ECO-210 and ECO-211. Offered: Every Fall.

FIN 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

FIN 495 - Advanced Topics in Finance (1-3)

An advanced study of a specific topic within Finance. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

FP - Field Period

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

FP 290 - Field Period (3)

Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting.

Offered: Every January and Summer.

FP 290A - Field Period (1.5)

Offered: Every January and Summer.

FP 290B - Field Period (1.5)

Offered: Every January and Summer.

FP 290.H - Honors Program Field Period (3)

The Honors Program Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting and has an objective aligned with the Honors Program.

Offered: Every January and Summer.

FP 302 - Group Field Period (3)

Special Topics: An off-campus group activity that provides students with the opportunity to experience diverse socio-cultural and/or natural environments. Students work with the faculty sponsor(s) of the group Field Period to establish individual learning objectives.

Offered: Occasional.

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.

Offered: Occasional.

FP 401 - Career Experiential Learning - Field Period (3)

This course gives students practical hands-on experience in the form of Field Periods that integrates classroom learning and real world experience. Students work with employers through off-campus experiences to gain real world experience in career management and reflect on it in class. Keuka College graduation requirements include passing the Field Period assessment done by Keuka College.

Offered: Occasional.

GRN - Gerontology

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

GRN 101 - Introduction 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.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

GRN 295 - Introductory Topics in Gerontology (1-3)

An introductory study of a specific topic within Gerontology. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

GRN 333 - 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.

Cross-Listed as: SWK-333. Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

GRN 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

GRN 495 - Advanced Topics in Gerontology (1-3)

An advanced study of a specific topic within Gerontology. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

HIS - History

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

HIS 113 - World History (3) †

An examination of the major developments that have shaped the human experience from the earliest civilizations to the present day. Special attention will be paid to the overall patterns of global history, characteristics of the world's major pre-modern civilizations, and the relationships and exchanges between and among the world's societies.

Offered: Every Fall and Spring.

HIS 115 - Europe and the World (3) †, *

This course surveys the political, military, and socio-economic developments of Europe from the French Revolution to the end of the Cold War.

Offered: Every Fall.

HIS 120 - United States History to 1877 (3) †, *

A survey of American history from first contact between indigenous peoples and Europeans through the Civil War and Reconstruction.

Offered: Every Fall.

HIS 121 - United States History from 1877-Present (3) †, *

A survey of American history from the end of Reconstruction to the early twenty-first century.

Offered: Every Spring.

HIS 250 - Reading the Past: Method and Analysis (3) †, *

An introduction to the ways historians think about the world and interpret the past. The course will highlight various methodologies that historians employ in their work, and train students in research and writing using primary and secondary sources. Each semester, special emphasis will be placed on the analysis of historical and literary texts that illustrate a specific theme.

Offered: Every Fall.

HIS 295 - Introductory Topics in History (1-3) †

An introductory study of a specific topic within History. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

HIS 341 - United States in World Affairs (3) †

An examination of the foreign policy of the United States during the past 100 years, with special emphasis placed on America's role in the world after the Second World War.

Offered: Even Year Fall.

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. Special emphasis will be placed on the American Revolution and the Constitutional Convention.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Even Year Spring.

HIS 360 - History of New York State (3) †

This course examines the social, political, economic, and cultural history of New York State from the Iroquois, through the Dutch and English colonial periods, to the 21st century.

Offered: Every Spring.

HIS 365 - The U.S. Civil War and Reconstruction (3) †

This course will examine the causes, fighting, and outcomes of the U.S. Civil War and Reconstruction. Combining lectures, readings, primary source analysis ,films, and discussion, the course will address such questions as why the war came, why the United States won (or the Confederacy lost), and how the war affected various elements of American society. Although this is not a course on Civil War battles and generals, a significant portion of the class will be devoted to military affairs. There will be a special effort to tie events on the battlefield to life behind the lines in both the North and the Confederacy.

Offered: Odd Year Fall.

HIS 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

HIS 494 - Strategic Systems Programs of the United States Navy Internship (3)

This internship opportunity is sponsored and operated by the Strategic Systems Programs of the United States Navy, which directs the development, production, logistics support, and sustaining engineering effort of the Navy Strategic Weapons Systems. The internship will provide undergraduate students with an introduction to federal employment via on-the-job training. The intern will primarily assist naval officers in the Political Affairs Office of Strategic Systems Programs who prepare briefings for the U.S. Department of Defense and testify in committee hearings conducted by the U.S. House of Representatives and U.S. Senate. Those interns who move on to the Developmental Employee Program will gain real world experience while working towards a full-time position after they graduate from college.

Offered: Every January and Summer.

HIS 495 - Advanced Topics in History (1-3) †

An advanced study of a specific topic within History. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

HRM - Human Resource Management

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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: BUS-101. Offered: Every Spring.

HRM 295 - Introductory Topics in Human Resource Management (1-3)

An introductory study of a specific topic within Human Resource Management. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: HRM-208. Offered: Occasional.

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: HRM-208. Offered: Even Year Fall.

HRM 330 - Strategic Compensation Management (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: HRM-208. Offered: Odd Year Fall.

HRM 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

HRM 440 - Senior Seminar in Human Resource Management (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.

Prerequisite: Senior Class Level. Offered: Occasional.

HRM 495 - Advanced Topics in Human Resource Management (1-3)

An advanced study of a specific topic within Human Resource Management. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

IS - International Studies

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

IS 290 - International Studies Field Period (3)

Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting.

Offered: Every January and Summer.

IS 295 - Introductory Topics in International Studies (1-3)

An introductory study of a specific topic within International Studies. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

IS 390 - International Studies Field Period (3)

Field Period is an experiential learning opportunity in a vocational, cultural, or community service setting.

Offered: Every January and Summer.

IS 495 - Advanced Topics in International Studies (1-3) †

An advanced study of a specific topic within International Studies. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

KC - Keuka College

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

KC 101 - Practicing Academic Culture @Keuka (3) †, *

As the foundation of the general education Compass Curriculum, this course introduces first-time students to Keuka College's signature emphasis on experiential and integrated learning. Students explore how their diverse educational experiences contribute to their development as citizens and leaders. Students and faculty build a dynamic community by engaging in shared academic topics with individual sections guided by the instructor's area of expertise.

Offered: Every Fall.

KC 101.H - HONORS: Practicing Academic Culture @Keuka (3) †, *

As the foundation of the general education Compass Curriculum, this course introduces first-time students to Keuka College's signature emphasis on experiential and integrated learning. Students explore how their diverse educational experiences contribute to their development as citizens and leaders. Students and faculty build a dynamic community by engaging in shared academic topics with individual sections guided by the instructor's area of expertise. The Honors Section includes additional experiential learning, co-curricular elements, and applied community activities.

Prerequisite: Designated for Keuka College Honors Students. Offered: Every Fall.

KC 102 - Experiential Learning and Academic Culture @Keuka (1) *, †

As the foundation of the general education Compass Curriculum, this course introduces transfer students to Keuka College's signature emphasis on experiential and integrated learning. The course serves to introduce students to our dynamic academic community, connecting students to college culture and preparing them for their initial Field Period® experience.

Offered: Every Fall and Spring.

KC 201A - Wellness: Life Design (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course is an interactive journey into life design and explores essential topics for thriving in college and beyond. Possible subjects include financial skills, navigating civic responsibilities, legal know-how, personal growth, and building a resilient, growth-focused mindset. By the end of this course, students will have a personalized toolkit for success across all areas of their life, grounded in wellness and designed by themselves.

Offered: Occasional.

KC 201B - Wellness: Journaling to be Well (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course is designed to explore and apply the practice of journaling to develop better overall wellness and well-being. Although the focus of the course is on reflection through regular journal writing, opportunities will be provided for understanding and engaging with different kinds of journaling activities such as food journals, exercise journals, and dream journals and their benefits. In addition to writing and reflecting, students will integrate their understanding of journaling with the journal work of thinkers and writers such as Leonardo DaVinci, Henry David Thoreau, Virginia Woolf, and Albert Camus.

Offered: Occasional.

KC 201D - Wellness: Learning Leadership Through the Outdoors (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This Wellness course is designed to explore, analyze and facilitate the concept that holistic wellness is crucial to effective leadership, and the idea that the natural environment can directly affect one's wellness. The course examines models, theories, and foundational background utilized in leadership development and application, as well as in adventure, experiential, and outdoor education including a historical overview of the stewardship of public and private lands.

Offered: Occasional.

KC 201E - Wellness: Occupations and Daily Activities (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This class will explore the intersection of wellness with occupations, both professional and recreational in nature. The course will provide students with an opportunity to explore their current occupations in relation to personal wellness and create a plan for future development that will influence their overall health and well being.

Offered: Occasional.

KC 201F - Wellness: Physical Activity and Life Balance (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course will explore a variety of physical activities and sports that can be used in an integrated approach to various dimensions of wellness. A range of physical activities and their specific effects on wellness will be introduced through research, lecture and small group discussion. Results of individual assessment tools will provide students with a basis for the development of an individual wellness plan. Students will be asked to compare and contrast an array of activities within an exploration of scientific, psychological, and sociological research to support their conclusions.

Offered: Occasional.

KC 201G - Wellness: Sexuality and Health (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. The purpose guides students to explore the relationship between sexuality, wellness, and health, including sexual behaviors and reproductive health. Students will acquire knowledge and skills that support the practice of healthy sexual behaviors and sexual relationships. Students will be guided through self-assessment and reflection to identify areas in their life where the practice of sexual wellness will be most beneficial, including gender-related issues, consent and communication, the emotional and spiritual aspects of sexual relationships, prevention and reporting of sexual assault, and awareness of the wide range of human sexual behavior.

Offered: Occasional.

KC 201H - Wellness: Who Am I? (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course will help students explore “who they are” as a result of, among other factors, their family history, race, culture, religion, and political leanings. Through personal assessment and research, classroom discussion, and reflective journaling, students will identify how their background and family history have contributed to their current dimensions of wellness. Based on this assessment, students will identify change and growth opportunities and strategies to promote a future wellness mindset.

Offered: Occasional.

KC 201I - Financial Wellness (1) *, †

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course helps students understand and manage their personal finances during college and after graduation. Students will learn basic budgeting, tax, and credit management concepts while acquiring the skills to manage their resources and untangle the seemingly complex world of personal finances. Studies have shown taking care of one’s financial wellness leads to enhanced emotional and mental well-being, self-confidence, life satisfaction, motivation, and positive stress management. This course focuses students on making sound financial decisions that can positively impact their well-being.

Offered: Occasional.

KC 201J - Wellness: Origami (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This wellness course explores the art of paper folding. The activities and pastimes that we pursue outside of school and work support our intellectual, emotional, and physical wellness. Among enthusiasts, origami is frequently referred to as "the peace of paper." As this phrase implies, origami can be relaxing. It can also provide intellectual and creative challenges. Students will explore both traditional and modern origami models, learn about origami artists, explore the process of creating and diagraming original work, learn about the historical development of origami, and teach origami to others.

Offered: Occasional.

KC 201K - Wellness: Survive or Thrive Your College Experience (1) *, †

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course serves as a bridge to college, to assist students in finding their strengths, resilience, and positivity, as well as explore how changes in their patterns of behavior contribute to their successes. Students begin and end this course with a simple choice, whether they want to survive college, or thrive in college.

Offered: Occasional.

KC 201L - Wellness: The Power of Leading Yourself (1) *, †

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. A major part of wellness development and goal accomplishment in life is having the ability to lead oneself. A key aspect of this is becoming self-aware: knowing your values, your strengths, and weaknesses. This is also the first part of developing leadership for others. By guiding students through their self-reflection, this course helps them become better leaders.

Offered: Occasional.

KC 201N - Wellness: Art and Community (1) *, †

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit This course will address a range of topics related to art and community across various dimensions of wellness. A cross-cultural framework will be employed. Specific topics may include color activities, sketching, painting, photography, poetry, typography, as well as reflection practices to promote personal development, collaboration, and a growth mindset.

Offered: Occasional.

KC 201P - Wellness: Career Design (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. Developing wellness through career design is important to one's overall well-being and success. The course centers around students coming to understand their personality, values, strengths, and interests and how they impact having a career of choice. It will ask them to look at appropriate sources of career information to get a sense of whether or not the requirements of the career (such as education level, major, and salary range) meet their values and allow them to live the life that they want to live. The course will additionally look at topics such as work/life balance, preparing job search materials and running an effective job search, offer evaluation, toxic work environments, and how to advance in one's career.

Offered: Occasional.

KC 201Q - Navigating Health and Wellness Scams (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course will work to help students create a logical and scientific way to approach their health and evaluate health and wellness claims. A wide variety of examples of health and wellness products, influencers and advertising will be examined to help develop logic and critical thinking skills. Students will examine their beliefs and practices and use what they have learned in this course to help make educated wellness decisions moving forward.

Offered: Occasional.

KC 201Q.H - HNRS: Navigating Health and Wellness Scams (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This course will work to help students create a logical and scientific way to approach their health and evaluate health and wellness claims. A wide variety of examples of health and wellness products, influencers and advertising will be examined to help develop logic and critical thinking skills. Students will examine their beliefs and practices and use what they have learned in this course to help make educated wellness decisions moving forward. The Honors section includes additional experiential learning, co-curricular elements, and applied community activities that include the college audience.

Prerequisite: Designated for Keuka College Honors Students. Offered: Occasional.

KC 201R - Wellness: Thinking and Talking (1) †, *

In this course, students explore the eight dimensions of wellness and develop a wellness mindset through the lens of the course topic. Through participation in experiential and problem-solving activities, students will acquire knowledge and skills that support the practice of wellness in daily life. Students will be guided, through self-assessment and reflection, to identify areas in their life where the practice of wellness will be most beneficial. Finally, students will develop an individualized wellness plan to positively impact self and others. Students may take up to three different Wellness topics for credit. This Wellness course guides students in developing critical thinking and conversation skills. Curiosity, creativity, and courageous expression are the hallmarks of active minds, and healthy, cooperative thinking is fostered by affective engagement with others. Constructive conversation is a vital component of learning and wellness, and by facilitating meaningful dialogue, this course supports and promotes the continued wellbeing of students.

Offered: Occasional.

KC 295 - Introductory Topics (1-3)

Offered: Occasional.

KC 301A - Integrative Studies: Creativity (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. Students will focus on four aspects of creativity: the creative person, the creative process, the creative product, and the creative environment. Some degree of creativity is present in everyone, and according to many scholars, such creativity is teachable and learnable in a deliberate way. Thus, this course will explore multi-faceted nature of creativity and help students develop their own and others' creativity and problem solving skills in areas of their expertise and interests.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall, Spring, and Summer.

KC 301B - Integrative Studies: Food, Science and Society (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. Students will apply interdisciplinary knowledge and experiential learning to the examination of the relationship between food and beverages, science, and society. Based on global foods past and present, we will discuss the implications for society and our understanding of science. We will investigate food preparation, cooking techniques, and/or fermented consumables, and the impact they have on culture, policies, and more. We will also examine the underlying biological, chemical, and physical concepts as we experiment with food and/or beverages.

Prerequisite: ENG112 and one lab-science course (BIO, ENV, CHM, PHY) with a minimum grade of C-. Offered: Every Fall.

KC 301D - Integrative Studies: Values and Ethics (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. Speaking broadly, this course examines various historical concepts of wisdom, focusing on how best to integrate such concepts into daily and professional life. Students reflect back on their earlier learning, and are asked to combine their personal experience with acquired knowledge, aimed at addressing real-life problems. More specifically, the course asks students to become familiar with important ethical theories and concepts, and then apply such ideas to realistic case studies specifically designed and chosen for a college population.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall and Spring.

KC 301I - Integrative Studies: Crime and Justice (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. Students will examine the multi-faceted problems facing criminal justice in today's complex society through various theoretical lenses, with an eye toward problem solving and current policy issues. Among key topics of exploration are justice as a theoretical and practical concept, its application in laws and criminal code, and the role that legal and other actors from the criminal justice system play in democracy.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall and Spring.

KC 301J - Integrative Studies: Leadership (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. This course will foster and integrate student understanding of leadership theory and concepts across an interdisciplinary and cross-cultural spectrum serving as a capstone course to the Keuka College general education Compass Curriculum requirement. Students will examine the elements of effective leadership in a variety of contexts through multiple lenses. Among key topics of exploration are definitions, roles and responsibilities, role models, skills and attitudes, leadership development, change making, ethical issues, and principle-based leadership. Students will develop an intellectual understanding of leadership and a working model for their own continued lifelong development.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall and Spring.

KC 301M - Integrative Studies: Culture, Gender, Community (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. This course will examine the cultural forces that shape our gender identity, to help them gain an understanding of important elements of the cultural contexts and historical development of gender in the United States and the importance of gender in communication problems we all experience in our personal relationships and careers. Students will identify communication problems they encounter, or expect to encounter in their personal and professional lives, analyze the role of gender in those problems and draw together insights from communication research that can help them envision solutions for those problems.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall and Spring.

KC 301N - Integrative Studies: Science in Popular Culture (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. 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: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Spring.

KC 301Q - Integrative Studies: Media Analysis (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. 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: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Occasional.

KC 301R - Integrative Studies: Intercultural Studies (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. 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, anthropology, sociology, psychology) to a range of problems and situations involving intercultural encounters. Students will consider their own culturally-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 from other 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: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall.

KC 301S - Integrative Studies: Social Justice in a Multicultural World (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. 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 hierarchical 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: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall.

KC 301T - Integrative Studies: Building A Culture of Health (3) †, *

A writing-intensive capstone course for the Compass Curriculum that guides students in the application of interdisciplinary knowledge to complex problem solving and decision making to have a positive impact on a community. Students are challenged to practice critical and creative thinking skills, and they are expected to demonstrate competence in communication, collaboration, and engaged citizenship or leadership. This course is open to all majors. This course undertakes in depth exploration of the internal and external factors that influence health in the United States. By taking a cross- disciplinary and health-focused approach, students are guided to critically examine social, genetic, technological, cultural, economic, and political factors that impact the health of a community. Employing concepts from the liberal arts, sciences, and technologies as well as evidence-based data, students will analyze cross-disciplinary factors relevant to health and community, and will develop proposals for effective community solutions and intervention strategies. Students will also be guided to apply course learning to individual health and reflect on ways to optimize their own personal culture of health.

Prerequisite: ENG-112 with a minimum grade of C- required; Junior or Senior Class Level. Offered: Every Fall, Spring, and Summer.

LAW - Law

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

LAW 290 - Pre-Law Field Period (3)

Educational Field Period experience in a law office, judicial institution, court environment and/or related setting to gain experience in and learn more about the legal field. Involves final presentation and reflection.

Offered: Occasional.

MAT - Mathematics

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

MAT 095 - Introductory Algebra (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. This course is offered as pass/fail only with a grade of satisfactory (S) or unsatisfactory (U). 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. This course bears 3 billable credits to be applied to the student's semester course load. However, this is a developmental course and will not carry credit toward graduation or on student transcript.

Offered: Every Fall and Spring.

MAT 101 - Introductory Topics in Algebra (1) †

This 1-credit course is designed to provide additional support to students who have gaps in their math backgrounds. Students who are given a math placement score of **1** and are registered for MAT 102 will be concurrently registered for this class. Key topics from the MAT-102 curriculum will be introduced pro-actively to build a foundation for the learning that will occur in MAT-102. Topics will include, but are not limited to: exponents, factoring techniques, rational expressions, several varieties of equations, and systems of equations.

Prerequisite: Math Placement Score of 1. Corequisite: MAT-102. Offered: Every Fall and Spring.

MAT 102 - College Algebra (3) †, *

Sets, real numbers, algebraic expressions, factoring, exponents, logarithms, solving algebraic equations, inequalities, exponential equations, radical equations, and applications.

Prerequisite: Math Placement Score of 2. Offered: Every Fall and Spring.

MAT 103 - Elementary 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: MAT-102 with a minimum grade of C- or a Math Placement Score of 3. Offered: Every Spring.

MAT 104 - Mathematics 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: Math Placement Score of 2. Offered: Every Fall.

MAT 105 - Pre-Calculus (3) †, *

This course covers factoring techniques, operations with fractional expressions, and solving various types of higher level equations and inequalities; quadratic functions and circles; trigonometric functions, identities, equations, and applications; and logarithms.

Prerequisite: MAT-102 with a minimum of grade of C- or a Math Placement Score of 3. Offered: Every Fall and Spring.

MAT 106 - Calculus I (4) †, *

Limits and Continuity; Derivatives and their applications to Writing Equations of Tangent Lines, Graphing, Max/Min Problems, and Related Rates; Integrals and their applications to Finding Areas and Volumes.

Prerequisite: MAT-105 with a minimum grade of C- or a Math Placement Score of 4. Offered: Every Fall and Spring.

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: MAT-106 with a minimum grade of C- required. Offered: Every Fall.

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: MAT-207 with a minimum grade of C- required. Offered: Odd Year Spring.

MAT 221 - Mathematical Concepts for Education I (3) †

This course is the first 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. 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 for operations with all types of numbers, prime factorization and its applications, operations in binary systems, ratios, proportions, percents, measurements and conversion, linear equations, and using number theory to justify mathematical relationships.

Prerequisite: MAT-102 with a minimum grade of C- or Math Placement Score of 3; Sophomore Class Level. Offered: Every Fall.

MAT 222 - Mathematical 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: MAT-221 with a minimum grade of C- required; Sophomore Class Level. Offered: Every Spring.

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: MAT-106. Offered: Every Fall.

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: MAT-106. Offered: Every Fall.

MAT 295 - Introductory Topics in Mathematics (1-3) †

An introductory study of a specific topic within Mathematics. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

MAT 309 - Probability (3) †

Basic definitions of probability and rules of probability. Counting, discrete and continuous probability distributions. Discrete and continuous joint distributions of two random variables.

Prerequisite: MAT-207 with a minimum grade of C- or consent of the instructor. Offered: Odd Year Spring.

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 will include variation of parameters and the method of unknown coefficients. In addition, applications where differential equations model physical situations will be examined. Where appropriate, software will be used to help illustrate ideas and perform computations.

Prerequisite: MAT-207 previously; MAT-210 previously or concurrently; Sophomore, Junior or Senior Class Level. Offered: Even Year Spring.

MAT 330 - Abstract Algebra (3) †

Algebraic structures, groups, rings, fields, and polynomial domains.

Prerequisite: MAT-230 and MAT-245 with minimum grades of C- required. Offered: Even Year Fall.

MAT 350 - Foundations of Geometry (3) †

Axiomatic Systems, finite geometries, advanced Euclidean concepts, plane hyperbolic geometry.

Prerequisite: MAT-245 with a minimum grade of C- required. Offered: Even Year Spring.

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: MAT-207 and MAT-245 with minimum grades of C- required. Offered: Odd Year Fall.

MAT 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

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.

Prerequisite: Junior or Senior Class Level. Offered: Every Spring.

MAT 495 - Advanced Topics in Mathematics (1-3) †

An advanced study of a specific topic within Mathematics. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MGT - Management

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

MGT 295 - Introductory Topics in Management (1-3)

An introductory study of a specific topic within Management. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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.

Offered: Every Fall.

MGT 350 - Small Business Seminar (1)

Analysis of issues related to small business, including accounting, data processing, marketing, management, legal matters, and funding.

Offered: Occasional.

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: BUS-101. Offered: Every Spring.

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: ECO-210 ECO-211 BUS-101 and POL-120. Offered: Occasional.

MGT 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MGT 430 - Management Seminar (3)

Analytical, ethical, and conceptual role of the manager in an organizational structure emphasizing the interrelationships of various managerial styles.

Prerequisite: Senior Class Level. Offered: Occasional.

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.

Offered: Occasional.

MGT 450 - Management Internship (1-12)

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.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MGT 495 - Advanced Topics in Management (1-3)

An advanced study of a specific topic within Management. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MGT 510 - Leadership (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 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.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

MGT 530 - Managerial Economics (3)

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.

Offered: Occasional.

MGT MGT-531 - Economics for Healthcare Managers (3)

This course is a graduate-level exploration of the economics of healthcare in the United States. Comparisons of the U.S. CMS / payor heath insurance model, its costs, and patient outcomes are made to health systems that utilize socialized medicine and Medicare-for-All program proposals. Supply and demand for healthcare services are analyzed in light of the Triple Aim (improvements in patient experience, improvements to population health, and reductions in healthcare costs). "For Profit" vs. "Not-for-Profit" health systems are evaluated, and behavioral economics is assessed.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

MGT 551 - Strategic Thinking in Human Capital Management (3)

This course introduces the student to the skills necessary to think strategically about business decisions regarding the ability 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 competitive 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.

Offered: Occasional.

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.

Offered: Occasional.

MGT MGT-561 - Healthcare Regulatory Environment (3)

This graduate-level course explores the legal and regulatory frameworks for healthcare and health systems operating within the United States, including but not limited to the Affordable Care Act, HIPAA, CMS (Medicare and Medicaid), and the Joint Commission. Both Federal and State legal ramifications for health systems are evaluated, particularly where cross-state licensure and scope-of-practice may be an issue. Special emphasis will be paid to how federal and state regulations affected healthcare systems in light of the COVID-19 pandemic. Students will learn about certificates of need and how they are used in terms of health services planning and patient access. FDA approval processes and drug safety are also reviewed.

Offered: Occasional.

MGT 570 - Business Strategy and Industry Analysis (4)

As the capstone course within the Masters of Science in Leadership program, 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 business simulation and the creation of a business plan will be incorporated into this course.

Offered: Occasional.

MGT MGT-571 - Healthcare Operations Management (3)

This graduate-level course explores a system overview of healthcare services with a framework focused on operations management in healthcare. Special emphasis will be placed on performance improvement and quality management (Kaizen, lean hospitals, Six Sigma). Evidence-based medicine as a platform for healthcare delivery, use of technology (virtual care, medical home, home health), and balanced scorecard utilization will be covered in depth. Special project management, including a focus on telemedicine (tele-ophthalmology and tele-dermatology), will be covered in depth. Emphasis will be placed on effective services scheduling, capacity management, and supply chain issues (as seen during the COVID-19 pandemic). Emerging trends in healthcare delivery (e.g. tele-visits and reimbursement effects) will also be reviewed.

Offered: Occasional.

MGT 580 - Introduction to Research (3)

This course will serve as an introduction to the rationale and procedures 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.

Offered: Occasional.

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.

Offered: Occasional.

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: MGT-580 and MGT-581. Offered: Occasional.

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 attitudes toward work and leisure. The study of the role of discipline and motivation in different cultures.

Offered: Occasional.

MGT 610 - International Marketing (3)

A study of the opportunities, distinctive characteristics, and emerging trends in foreign markets. This course includes an exploration of alternative methods and control; impact of social, cultural, economic, and political strategies; organizational planning differences; and the challenges of adapting American marketing concepts and methods to foreign markets.

Offered: Occasional.

MGT 620 - International Finance (3)

A study of financial issues related to multinational business; the international financial environment; long term capital commitment to international ventures; and financial techniques for business operation.

Offered: Occasional.

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.

Offered: Occasional.

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.

Offered: Occasional.

MGT 631 - Enterprise Analytics and Information Management (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.

Offered: Occasional.

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 marketing are integral to career planning. They will learn how to use this knowledge in a managerial context to assist organizations in managing their workforce for maximum individual and organizational success.

MGT 642 - Human Resource Management 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.

MIS - Management Information Systems

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

MIS 295 - Introductory Topics in Management Information Systems (1-3)

An introductory study of a specific topic within Management Information Systems. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

MIS 301 - Enterprise Information Systems and 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: information systems, hardware and software, social media, data management, data analytics, information security, and the strategic use of information systems. A particular focus of the course will be how technology is applied for competitive advantage, and used to enhance other disciplines such as marketing, accounting, finance, and operations.

Offered: Every Fall.

MIS 495 - Advanced Topics in Management Information Systems (1-3)

An advanced study of a specific topic within Management Information Systems. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MKT - Marketing

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Spring.

MKT 295 - Introductory Topics in Marketing (1-3)

An introductory study of a specific topic within Marketing. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

MKT 310 - Marketing Research and Data Analytics (3)

Linking Data to Business Decisions: This course focuses on managing the marketing research process, which provides information as an input to marketing decision-making. This requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. We will also discuss leveraging data and analytics to drive managerial decisions and marketing strategy.

Prerequisite: MKT-220. Offered: Odd Year Fall.

MKT 315 - Content Marketing (3)

In this course, you will learn the core strategies content marketers use to acquire and retain customers profitably. Specifically, you will learn how to develop, organize and implement a content marketing strategy, analyze and measure the effectiveness of content marketing, write compelling copy, use a strategic framework when writing, and build your professional brand and authority through content marketing. You will also learn how to put the ideas presented to you into action and build your own personal brand through content marketing.

Prerequisite: MKT-220. Offered: Odd Year Fall.

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: MKT-220. Offered: Every Fall.

MKT 325 - Social Media Marketing (3)

Social media technologies are continuously transforming the way in which consumers interact with each other and firms. These transformations constitute a fundamental shift in the marketplace - consumers have greater opportunities to voice their opinions and connect with other consumers and have an increased influence over marketers and brands. As a result, the conventional approaches to marketing communications have become more and more challenged. This puts an added emphasis on leveraging social media to engage consumers and propagate ideas, messages, products, and behaviors. This course takes an in-depth look at the relationship between social media and human behavior, and examines how organizations capitalize on social media, and these consumer-to-consumer interactions, to support their marketing efforts. Students will get hands-on experience creating comprehensive social media strategies for active brands and designing ideas that spread.

Prerequisite: MKT-220. Offered: Even Year Spring.

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: MKT-220. Offered: Every Fall.

MKT 335 - Principles of Digital Marketing (3)

Explore the digital marketing environment from both a consumer and business perspective. The course provides an overview of various online business models and delves into digital advertising and social media marketing techniques and technologies. Course will include digital marketing strategy, inbound marketing, social media, mobile, web-based, and SEO/SEM.

Prerequisite: MKT-220. Offered: Every Fall.

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: MKT-220. Offered: Odd Year Spring.

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.

Offered: Occasional.

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: MKT-220. Offered: Even Year Fall.

MKT 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MKT 450 - Strategic Marketing Capstone (3)

The Capstone is the culminating experiential project in both the BS Marketing & BS Digital Marketing degree programs. It consists of a live case study project in which students will actively engage in a real-world marketing consultancy with a client.

Prerequisite: Senior Class Level. Offered: Every Spring.

MKT 495 - Advanced Topics in Marketing (1-3)

An advanced study of a specific topic within Marketing. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MUS - Music

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

MUS 101 - Music History (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 the European classical tradition and American Jazz and popular style periods within the context of world music. This course looks at the techniques, trends, people and places that have contributed to the evolution of music.

Offered: Every Fall and Spring.

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.

Offered: Every Fall and Spring.

MUS 125 - 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.

Offered: Occasional.

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.

Offered: Every Fall and Spring.

MUS 295 - Introductory Topics in Music (1-3) †

An introductory study of a specific topic within Music. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

MUS 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

MUS 495 - Advanced Topics in Music (1-3) †

An advanced study of a specific topic within Music. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

NUR - Nursing

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

NUR 101 - Orientation to Nursing Professional Practice I (1)

This seminar course introduces nursing students to the major. Students will engage in learning activities to promote success in the program by familiarizing themselves with career options related to the major. The course will include a broad overview of current issues related to healthcare in the United States as well as provide a survey of concepts and practice areas related to nursing.

Offered: Every Fall.

NUR 102 - Orientation to Professional Practice II (1)

This interdisciplinary seminar course provides an overview of the foundational concepts and principles of health and human services. It aims to introduce students to the fundamental knowledge, skills, and practice benefits of an interdisciplinary approach to care. By integrating various perspectives, students will gain an introductory understanding of the roles, responsibilities, and collaborative nature of the professions in promoting health, well-being, and functional independence.

Cross-Listed as: CHW-101 OCC-102. Offered: Every Spring.

NUR 250 - Nursing Fundamentals (6)

This is a theory and practicum nursing course which explores fundamental nursing concepts and professional role development to ensure a solid educational foundation. Through the use of the nursing process, the student will interact and perform basic nursing and communication skills with diverse human families in a variety of laboratory and health care settings.

Prerequisite: BIO-203 BIO-204 and CHM-107 with minimum grades of C required; Nursing Major. Corequisite: NUR-250C and NUR-250L. Offered: Every Fall.

NUR 250C - Clinical: Nursing Fundamentals (0)

Course Clinical Component

Corequisite: NUR-250.

NUR 250L - Lab: Nursing Fundamentals (0)

Course Laboratory Component

Corequisite: NUR-250.

NUR 295 - Introductory Topics in Nursing (1-3)

An introductory study of a specific topic within Nursing. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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.

Prerequisite: Nursing Major. Offered: Occasional.

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 health strategies. General methods introduced include epidemiological measures, measures of effect, sources of data, descriptive components, study designs and strategies for screening, and surveillance in the community. Practical applications for health care providers are emphasized.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 305 - Historical and Theoretical Foundations (4)

This course explores the history of nursing, nursing theories, and the current practice of professional nursing worldwide. Leaders and innovators in the field of nursing are studied within their historical context, and emphasis is placed on their impact on current nursing practice. Selected nursing theories are examined and appraised. Current trends and issues in the profession are identified and analyzed. Professional ethics and responsibilities are examined, and means to attain lifelong professional nursing citizenship are formulated. The meaning of nursing as a caring profession is examined, and a personal mission, vision and philosophy of nursing is developed.

Prerequisite: Nursing Major. Offered: Occasional.

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: Nursing Major. Offered: Occasional.

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.

Prerequisite: Nursing Major. Offered: Occasional.

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 initiate a literature search.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 318 - Nursing Research and Evidence-Based Practice (4)

This course is an introduction to the principles of nursing research and evidence-based practice. Building on a liberal arts foundation, students learn principles of scientific inquiry and subsequent application to clinical practice. All phases of research methodology are explained and interpreted, and scholarly research as a foundation for safe and effective clinical practice is examined. Current models of evidence-based practice are compared, and use in the clinical setting assessed. Critical appraisal skills are developed as students critique quantitative and qualitative nursing research. Use of digital technology as a research tool is explored. Implications of the research process and principles of evidence-based practice for professional nursing practice are explored.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 345 - Pathophysiology and Pharmacology (4)

This course explores the pathophysiology of select acute and chronic disease processes across the lifespan using a systems approach. With a focus on the major body systems, students will analyze clinical manifestations of disease and their relationship to pathophysiological processes. Concepts of pharmacotherapy, including precision medicine are discussed. Use of technological tools to maximize patient safety and identify potential quality issues related to pharmacotherapy is introduced. Non-pharmacological, complementary, and/or alternative therapies are explored as both treatment modalities and enhancers of wellness. Holistic patient education is emphasized.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 353 - Holistic Health Assessment Across the Lifespan (4)

This is a theory and practicum nursing course which explores holistic health assessment and professional role development to ensure a solid educational foundation. Using the nursing process as a framework, the student learns and practices holistic interview, physical assessment, and documentation skills. Special emphasis is placed on reflective practice and a collaborative team approach to provide holistic care across the lifespan.

Prerequisite: PSY-101 with a minimum grade of C required; Nursing Major. Corequisite: NUR-250. Offered: Every Fall.

NUR 362 - Acute Care of the Adult I (6)

This is a theory and practicum course which explores concepts of acute and chronic nursing care including but not limited to disorders of the cellular, cardiovascular, respiratory, immune, gastrointestinal, renal, hormonal regulation, metabolism, and reproductive systems. Professional role development will also be addressed to ensure a solid educational foundation. Basic concepts of medical-surgical nursing will be applied to adult clients across the healthcare continuum.

Prerequisite: BIO-207 NUR-250 and NUR-353 with minimum grades of C required; Nursing Major. Corequisite: NUR-362C. Offered: Every Spring.

NUR 362C - Clinical: Acute Care of the Adult I (0)

Course Clinical Component

Corequisite: NUR-362.

NUR 365 - Nursing History and Theory (4)

This is a theory based nursing course which explores the history of nursing, nursing and related theories, and professional role development. Leaders and innovators in the field of nursing are studied within their historical context. Current trends and issues in the profession are identified and analyzed.

Prerequisite: Nursing Major. Offered: Every Fall.

NUR 368 - Nutrition and Metabolism (4)

This theory course builds upon knowledge gained from previous science courses to deepen the student's understanding of energy metabolism and physiologic and pathophysiologic processes that interfere with these metabolic processes. Dietary needs for persons experiencing various physiologic and pathophysiologic stressors are explored. Nutrigenomics and nutrigenetics are discussed and reflect diversity of susceptibility to disease and the role of nutrition in the prevention and management of disease.

Prerequisite: BIO-204 and CHM-107 or CHM-112 with minimum grades of C required; Nursing Major. Offered: Every Spring.

NUR 369 - Bioenergetics and Metabolism (4)

This course provides an in-depth study of the chemical structure and function of biomolecules (nucleic acids, proteins, carbohydrates, lipids) as well as vitamins/cofactors, enzymes, hormones, and their roles in bioenergetic processes and the regulation of metabolic pathways. Epidemiological principles and ecological factors that guide appropriate screening and education, as well as evidence-based approaches to the care of persons experiencing disorders of metabolism will be explored.

Offered: Every Fall and Spring.

NUR 371 - Evidenced-Based Practice and Nursing Research (4)

This is a theory based nursing course which explores principles of nursing research, evidence based practice, and professional role development to ensure a solid educational foundation. The student learns principles of scientific inquiry and its application to nursing practice.

Prerequisite: SS-231 with a minimum grade of C required; Nursing Major. Offered: Every Spring.

NUR 374 - Maternal Child Health (3)

This is a theory and practicum course which explores maternal-child nursing concepts and professional role development to ensure a solid educational foundation. Nursing’s unique body of knowledge is used to implement evidence-based care for persons (individuals, families and communities) during antepartum, intrapartum and postpartum periods.

Prerequisite: NUR-362 with a minimum grade of C required; Nursing Major. Corequisite: NUR-374C. Offered: Every Fall.

NUR 374C - Clinical: Maternal Child Health (0)

Course Clinical Component

Corequisite: NUR-374.

NUR 377 - Pediatric Nursing (3)

This is a theory and practicum nursing course which explores the care of children and professional role development to ensure a solid educational foundation. Nursing’s unique body of knowledge is used to apply evidence-based care to the pediatric population. Partnering with caregivers, students integrate concepts of wellness and primary prevention, as well as, the care of acute and chronic conditions.

Prerequisite: PSY-123 and NUR 362 with minimum grades of C required; Nursing Major. Corequisite: NUR-377C. Offered: Every Fall.

NUR 377C - Clinical: Pediatric Nursing (0)

Course Clinical Component

Corequisite: NUR-377.

NUR 382 - Mental Health Nursing (3)

This is a theory and practicum nursing course which explores mental health concepts and professional role development to ensure a solid educational foundation. Nursing’s unique body of knowledge is used to apply and implement evidence-based care for persons (individuals, families and communities) with mental health issues, including psychosocial concepts; cultural, ethical, spiritual and legal influences.

Prerequisite: NUR-362 with a minimum grade of C required; Nursing Major. Corequisite: NUR-382C. Offered: Every Spring.

NUR 382C - Clinical: Mental Health Nursing (0)

Course Clinical Component

Corequisite: NUR-382.

NUR 389 - Pathophysiology and Pharmacology (4)

This is a theory based nursing course which explores the pathophysiology of select disease processes across the lifespan. Using a systems approach, the student will be immersed in the concepts of pharmacotherapeutics and its safe and effective use in the treatment of common acute and chronic diseases. Non-pharmacologic integrative therapies are also explored. Special emphasis is placed on reflective practice and a collaborative team approach to provide holistic care across the lifespan.

Prerequisite: Nursing Major. Corequisite: NUR-362 and NUR-368 with minimum grades of C required; Nursing Major. Offered: Every Spring.

NUR 401 - Holistic Health Assessment (4)

This course provides experience in the theory and practice of holistic health assessment of patients across the lifespan. With an emphasis on normal findings, the student practices skills of patient interview, physical assessment and documentation. The goal of completing a systematic health assessment is accomplished through both didactic course content and hands-on experiential learning. Students conduct a comprehensive health history and perform a head to toe physical assessment. Supervised practice sessions allow the student to further develop assessment skills. Technological advances in patient assessment are explored. Patient safety strategies, inter-professional collaboration and effective communication skills are explored and applied, and holistic assessment of the patient's social and environmental milieu is emphasized.

Prerequisite: Nursing Major. Offered: Occasional.

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.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 416 - Population Health (4)

This course investigates the theory and practice of population health. Students identify the myriad of health beliefs, values, and practices of families and communities, and recognize the importance of culturally specific care. Basic epidemiological concepts and methods are examined, with emphasis on the health status and health needs of a population, levels of prevention, and health promotion strategies. General methods introduced include epidemiological measures, sources of data, descriptive components, strategies for screening, and surveillance in the community. The science of public health nursing and its contributions to health at the local, state, national, and global levels are analyzed. Current global health initiatives are examined. Emphasis is placed on the community-as-client to critically evaluate a population-within a geographic community, along with application to nursing practice.

Prerequisite: Nursing Major. Offered: Occasional.

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.

Prerequisite: Nursing Major. Offered: Occasional.

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.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 449 - Basic Organizational Systems Leadership (4)

Building on a liberal arts foundation, this course focuses on the role of the nurse as both leader and manager in a rapidly changing global health care environment. Relevant theories, scholarly evidence, industry best practice standards, and practice exemplars that support the creation of a positive work environment for safe and high-quality patient care are explored and applied, and basic business and entrepreneurial skills are integrated. Using relevant data, analysis of the health care landscape within a global context is emphasized. Topics include: theories and models of leadership, industry business trends and skills, organizational and change theories, political, legal and ethical ramifications of leading patient care, budgeting, marketing, planning, problem solving and decision making. Strategies to maximize effective group work from a leadership perspective are identified.

Prerequisite: Nursing Major. Offered: Occasional.

NUR 451 - End of Life (3)

This is a theory based course which explores end-of-life issues with a cultural perspective. These quality of life issues include physical, psychological, and spiritual aspects of dying. Ethical and legal issues, public policy and individual considerations at the end of life are examined. Special emphasis is placed on reflective practice and a collaborative team approach to provide holistic care across the lifespan.

Prerequisite: NUR-362 with a minimum grade of C required; Nursing Major. Offered: Every Spring.

NUR 456 - Population Health Nursing (5)

This is a theory and practicum nursing course which explores the care of populations and professional role development to ensure a solid educational foundation. The focus is on population health with specific emphasis on two components: population health science, with its roots in epidemiology and the art and science of nursing within the community setting. Special emphasis is placed on reflective practice in a collaborative team approach to provide holistic care across the lifespan.

Prerequisite: NUR-353 NUR-362 NUR-365 NUR-368 NUR-371 NUR-374 NUR-377 NUR-389 with minimum grades of C required; Nursing Major. Corequisite: NUR-456C. Offered: Every Fall.

NUR 456C - Clinical: Population Health Nursing (0)

Course Clinical Component

Corequisite: NUR-456.

NUR 462 - Acute Care of the Adult II (6)

This is a theory and practicum course where students examine increasingly complex concepts of acute and chronic nursing care. Professional role development is explored to ensure a solid educational experience. Advanced approaches to medical-surgical nursing in critical care areas will be applied to adult clients across the healthcare continuum.

Prerequisite: NUR-362 with a minimum grade of C required; Nursing Major. Corequisite: NUR-462C. Offered: Every Spring.

NUR 462C - Clinical: Acute Care of the Adult II (0)

Course Clinical Component

Corequisite: NUR-462.

NUR 467 - Foundational Concepts of Nursing Leadership and Healthcare Management (4)

This is a theory based nursing course which focuses on concepts related to the role of the nurse as a leader and manager of care in a rapidly changing environment. This course focuses on evidence based strategies that foster quality patient care across the care continuum. Analysis of the healthcare landscape within a global context is explored. Special emphasis is placed on reflective practice using a collaborative interdisciplinary team approach to provide holistic care across the lifespan. Topics include: models of leadership, industry business trends and skills, organizational and change theories, political legal and ethical ramifications of leading patient care, budgeting, marketing, planning, problem solving and decision making.

Prerequisite: NUR-362 with a minimum grade of C required. Corequisite: NUR-462. Offered: Every Spring.

NUR 491 - Nursing Field Period (3)

This course is based in experiential learning and enables students to build on generalist education as they integrate new knowledge and skills while meeting program outcomes and attaining professional nursing competencies. Under the direction of nursing faculty, students design and implement a college and community health fair. Nursing students work with faculty and community agencies to schedule, advertise, design and implement health screening and health education interventions for the college and local communities. There is opportunity to work with faculty and students in other disciplines. Health screening examples include: blood pressure screening, blood glucose screening and lipid profiling. Health education examples include nutrition and stress management techniques. Application of principles of leadership, inter-professional collaboration to enhance the health of college and community residents, and a systems approach are emphasized as students develop, plan, and implement interventions. Students begin this course with development of a field period contract, spend 150 hours fulfilling the objectives of their contract, and ultimately share their field period experience in seminar format in the classroom setting. Incorporation of evidence-based practice, relevant health care policy, and information technology is expected.

Prerequisite: Nursing Major.

NUR 495A - Nursing Field Period and Senior Seminar I (2)

This course centers around experiential learning, and enables students to build on generalist education as they integrate new knowledge and skills. Throughout the course, students will build on growth in nursing program outcomes, while also attaining professional nursing proficiencies. Real world application of principles of leadership, inter-professional collaboration to enhance quality of patient care and safety (QSEN), and a systems approach are emphasized. Students begin this course at the onset of the nursing program through development of their nursing Field Period experience, and spend 140 hours fulfilling the objectives of their Field Period contract. Through subsequent participation in a senior level seminar, students provide evidence of attainment of baccalaureate level nursing competencies through application their Field Period learning. Incorporation of evidence based practice, relevant health care policy, and information technology is expected as the student presents documentation of growth in the nursing graduate outcomes, and through creation of a professional mission, vision, values and goal statement along with a personal plan for lifelong learning and professional citizenship.

Prerequisite: Junior or Senior Nursing Major. Offered: Occasional.

NUR 495B - Nursing Field Period and Senior Seminar II (2)

This course centers around experiential learning, and enables students to build on generalist education as they integrate new knowledge and skills. Throughout the course, students will build on growth in nursing program outcomes, while also attaining professional nursing proficiencies. Real world application of principles of leadership, inter-professional collaboration to enhance quality of patient care and safety (QSEN), and a systems approach are emphasized. Students begin this course at the onset of the nursing program through development of their nursing Field Period experience, and spend 140 hours fulfilling the objectives of their Field Period contract. Through subsequent participation in a senior level seminar, students provide evidence of attainment of baccalaureate level nursing competencies through application their Field Period learning. Incorporation of evidence based practice, relevant health care policy, and information technology is expected as the student presents documentation of growth in the nursing graduate outcomes, and through creation of a professional mission, vision, values and goal statement along with a personal plan for lifelong learning and professional citizenship.

Prerequisite: Junior or Senior Nursing Major. Offered: Occasional.

NUR 500 - Organizational and Systems Leadership (4)

This course provides an overview of the advanced nursing roles and responsibilities in the healthcare system. The differentiated needs of the client being served and the range of specialized services offered will be explored. 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.

Offered: Occasional.

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.

Prerequisite: NUR-500. Offered: Occasional.

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.

Prerequisite: NUR-510. Offered: Occasional.

NUR 530 - Health Care Policy: Advanced Practice 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: NUR-510. Offered: Occasional.

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.

Prerequisite: NUR-570. Corequisite: NUR-580. Offered: Occasional.

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 pharmacodynamics, pharmacokinetics, and pharmacogenomics. 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: NUR-520. Offered: Occasional.

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 pharmacodynamics, pharmacokinetics, and pharmacogenomics. 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: NUR-560. Offered: Occasional.

NUR 580 - Evaluation of Adult/Gerontology Health for the Advanced Practice 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 pathopharmacology 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 aspects of the advanced practice role are examined including New York State and federal laws related to prescriptions and record-keeping.

Prerequisite: NUR-550 either previously or concurrently. Offered: Occasional.

NUR 620 - Philosophy/Theories Teaching/Learning (3)

This course introduces future nurse educators to major theories of adult learning and development. Students analyze seminal and current educational models and theories as they inform effective curriculum design, learning environments, teaching practices, and student development. Current research in nursing education and higher education is explored as the foundation for implementing evidence-based teaching practices that support adults' intellectual development and professional formation. Students reflect on their experiences as adult learners through the lens of educational theory and identify those theories that resonate with their emerging philosophy of teaching.

Offered: Occasional.

NUR 630 - Teaching/Learning Environment/Governance (3)

This course focuses on the role of the nurse educator in creating effective learning environments that promote student learning and professional formation. Students construct learning objectives that align with and support course and program outcomes. Learners examine the multicultural, gendered, generational, educational, and experiential influences on learning and design a teaching plan relevant to their students' needs and identified learning outcomes. Best practices in assessment and evaluation of student learning in classroom, clinical, and simulated settings are explored. Specialized accreditation guidelines are reviewed as they impact the structure, culture, and governance of the nursing program.

Offered: Occasional.

NUR 640 - Curriculum Development and Evaluation (3)

This course is designed to prepare graduate learners for the nurse educator role specific to curriculum development and evaluation. Building on the principles of higher education and nursing education mastered in previous courses, this course provides the foundation necessary to assess, create, and revise nursing curricula. Learners will explore current curriculum frameworks and models of education and examine internal and external factors that impact curriculum decisions within academic and clinical settings. Health care trends and technology will be examined as they impact curriculum planning, design, and systematic program evaluation. Throughout the course learners will examine evidence-based best practices in curriculum development, program evaluation, and accreditation that promote excellence and quality in nursing education.

Offered: Occasional.

NUR 645 - Pediatric Health (3)

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. Health promotion, clinical presentation, diagnostic reasoning, evaluation, and management of health needs of children and adolescents are explored. Students apply the principles of health assessment, diagnosis and treatment of acute, episodic and chronic health issues of children and adolescents. Patient education, advocacy, and evidence-based practice are incorporated in a holistic family-centered approach to providing comprehensive care.

Corequisite: NUR-500, NUR-510 and NUR-550. Offered: Even Year Fall.

NUR 650 - Primary Care for Adult/Geriatric 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 gastrointestinal 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. Opportunity to utilize relevant technology in determined areas of care will be incorporated.

Prerequisite: NUR-580. Offered: Occasional.

NUR 655 - Gender Inclusive Gynecological Health Care (3)

This course focuses on the biological and behavioral phenomena of concern in the care of persons seeking gynecological care. Health promotion, clinical presentation, diagnostic reasoning, evaluation, and management of health needs from adolescence through older adulthood, including pregnancy, are explored. Principles of health assessment, diagnosis, education, advocacy, and evidence-based practice are incorporated in a holistic gender-inclusive approach to provide comprehensive care.

Prerequisite: NUR-500, NUR-510, NUR-550, NUR-560, NUR-570 and NUR-650. Corequisite: NUR-530 and NUR-660. Offered: Odd Year Fall.

NUR 660 - Primary Care for Adult/Geriatric 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 integument 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. Opportunities to utilize relevant technology in determined areas of care will be incorporated.

Prerequisite: NUR-650. Offered: Occasional.

NUR 670 - Advanced Practice Nurse as Community 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 nurse practitioner preceptors and faculty in a variety of health care settings.

Prerequisite: NUR-660. Offered: Occasional.

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.

Corequisite: NUR-620, NUR-630 and NUR-640.. Offered: Occasional.

NUR 750 - Professional Seminar/Capstone (2)

This course integrates and applies knowledge gained through the core and specialty courses as well as internship/clinical 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 comprehensive exam will be an indicator of having met program outcomes.

Prerequisite: NUR-670. Offered: Occasional.

OCC - Occupational Science

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

OCC 101 - Orientation to Professional Practice I (1)

This seminar course introduces occupational therapy (OT) students to the major. Students will engage in introductory learning activities to promote success in the program by familiarizing themselves with career options related to the major. The course will include a broad overview of current issues related to healthcare in the United States as well as provides a survey of concepts and practice areas related to occupational therapy.

Offered: Every Fall.

OCC 102 - Orientation to Professional Practice II (1)

This interdisciplinary seminar course provides an overview of the foundational concepts and principles of health and human services. It aims to introduce students to the fundamental knowledge, skills, and practice benefits of an interdisciplinary approach to care. By integrating various perspectives, students will gain an introductory understanding of the roles, responsibilities, and collaborative nature of the professions in promoting health, well-being, and functional independence.

Cross-Listed as: CHW-102 NUR-102. Offered: Every Spring.

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.

Offered: Every Spring.

OCC 295 - Introductory Topics in Occupational Science (1-3)

An introductory study of a specific topic within Occupational Science. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

OCC 300 - Therapeutic Documentation (2)

This course provides occupational therapy students with essential skills and knowledge to effectively document client care and meet professional standards. This includes an overview for future occupational therapists on medical record documentation requirements and professional, responsible documentation strategies. The course will cover therapeutic requirements in various practice settings, reimbursement systems, funding and appeals mechanisms, and treatment/diagnosis codes that affect occupational therapy.

Prerequisite: OCC-330 and OCC-347 with a minimum grade of C required. Offered: Every Spring.

OCC 310 - Health Promotion and Occupational Participation (3)

Students will explore behavioral interventions for lifestyle choices related to occupational participation. This course will define and cover areas such as interventions focusing on evidence-based approaches, medical management, engagement strategies, planning health care for individuals, groups and populations with or at risk for chronic health conditions.

Prerequisite: OCC-330 and OCC-347 with a minimum grade of C required. Offered: Every Spring.

OCC 330 - Occupation and Theories of Practice (4)

This course provides a unique exploration into the foundational principles of occupational science, introduction to the occupational therapy practice framework, and theories of practice in occupational therapy. Students will explore the use of occupation to establish meaning and competence and understand how people establish identity through the development of the occupational self. Students will recognize the influence of occupation on well-being and quality of life through understanding occupation-based practice while analyzing current theories, models and frames of reference which shape practice.

Offered: Every Fall.

OCC 333 - Clinical Kinesiology (4)

The focus of this course is on musculoskeletal anatomy and biomechanics of human motion. Primary emphasis is placed on functional anatomy of the extremities, head, neck, and trunk. Laboratory focus is on palpation, manual muscle testing and goniometry

Prerequisite: BIO-204 with a minimum grade of C required. Corequisite: OCC-333L. Offered: Every Spring.

OCC 333L - Lab: Clinical Kinesiology (0)

Lab for OCC-333.

Corequisite: OCC 333.

OCC 340 - Occupational Engagement Across the Lifespan (3)

This course explores the intricate relationship between human development and occupational engagement from infancy through end of life. Drawing on theories and research from occupational therapy, psychology, sociology, and other relevant disciplines, students will gain a comprehensive understanding of how occupational engagement evolves and impacts individuals' overall well-being. By exploring the interplay between biological, psychological, social, and environmental factors, students will develop a nuanced perspective on the complex dynamics of occupational development. Students will understand factors that influence individuals achieving meaningful and fulfilling lives through engagement in occupations that are congruent with their developmental needs and goals.

Offered: Every Fall.

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: CHW-232 CHW-350 OCC-347 and OCC-355 with minimum grades of C required. Corequisite: OCC-341L. Offered: Every Spring.

OCC 341L - Lab: Pediatric Medical App (0)

Lab for OCC-341

Corequisite: OCC-341.

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: CHW-232 CHW-350 OCC-333 OCC-347 and OCC-355 with minimum grades of C required. Corequisite: OCC-342L. Offered: Every Spring.

OCC 342L - Lab: Adult Medical Application (0)

Lab for OCC-342.

Corequisite: OCC-342.

OCC 343 - Psychopathology and Occupation (4)

An integrated theory and evidence based practice course examining occupational therapy psychosocial treatment approaches in a variety of settings. Areas explored will include clinical skills, social determinants, behavioral health systems. This course will also introduce techniques for prevention, remediation of occupation dysfunction, maintenance of competence, group processes, clinical program design and adaptations related to psychosocial dysfunction.

Prerequisite: CHW-232 OCC-347 OCC-355 and PSY-336 with minimum grade of C required; Sophomore, Junior or Senior Occupational Therapy student. Corequisite: OCC-343L. Offered: Every Spring.

OCC 343L - Lab: Psychopathology and Occupation (0)

Lab for OCC-343.

Corequisite: OCC-343.

OCC 347 - Determinants of Health Across the Lifespan (4)

This course introduces students to the underlying causes of health, wellness, and illness. Theories and evidence supporting multiple underlying determinants of health are presented through the lens of common conditions that are seen in occupational therapy practice across the lifespan. Through these perspectives, students will increase their understanding of the interplay of biology, genetics, individual behavior, health services, social factors, and policymaking that influence the health of individuals and populations.

Prerequisite: BIO-204 with a minimum grade of C required. Offered: Every Fall.

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, analysis of current theories, models and frames of reference which shape practice and scholarship, in-depth analysis of the concepts underlying occupational behavior, occupational science and clinical reasoning.

Prerequisite: OCC-225 with a minimum grade of C required. Offered: Every Fall.

OCC 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Occupational Therapy Major. Offered: Occasional.

OCC 401 - Level II Fieldwork I (4)

The student will complete the first of two Fieldwork experiences totaling 24 weeks of full-time employment/clinical experience under the direct supervision of a registered occupational therapist serving a variety of ages and diagnoses. 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 Academic Fieldwork Coordinator. 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. Keuka College requires a minimum of 24 weeks Level II Fieldwork.

Prerequisite: OCC-440 OCC-450 and OCC-470 with a minimum grade of C required. Corequisite: OCC-480. Offered: Every Spring.

OCC 402 - Level II Fieldwork II (4)

The student will complete the second of two Fieldwork experiences totaling 24 weeks of full-time employment/clinical experience under the direct supervision of a registered occupational therapist serving a variety of ages and diagnoses. 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 Academic Fieldwork Coordinator. 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. Keuka College requires a minimum of 24 weeks Level II Fieldwork.

Prerequisite: OCC 440 OCC 450 and OCC 470 with minimum grade of C required. Corequisite: OCC-481. Offered: Every Spring.

OCC 425 - Occupations Across the Lifespan (3)

This course will develop the student's skill in understanding and applying the principles of occupation as they related to the health and wellness of individuals. Through lecture, discussion, application activities, and experiential learning, students will explore the occupations engaged in by individuals across the lifespan, with a focus on occupational balance and adaptation in response to life changes. This course will integrate analysis and application of literature from the discipline of occupational science.

Prerequisite: OCC-225 with a minimum grade of C required. Offered: Every Fall.

OCC 430 - Therapeutic Approaches to Psychosocial Function (4)

This course focuses on the development of skills and the occupational therapy process that support clients' engagement in the occupations of daily life across the lifespan. This integrated theory and practice course examines occupational therapy treatment approaches for psychosocial dysfunction. Students will develop a comprehensive understanding of evaluation and intervention approaches related to a variety of occupational performance needs. These approaches may include: create, promote (health promotion), establish, restore (remediation, restoration), maintain, modify (compensation, adaptation), and prevent (disability prevention) on the basis of clients' desired outcomes.

Prerequisite: CHW-232 OCC-347 OCC-330 PSY-336 with minimum grade of C required. Corequisite: OCC-430L. Offered: Every Spring.

OCC 430L - Lab: Therapeutic Approaches to Psychosocial Function (0)

Lab for OCC-430

Corequisite: OCC-430.

OCC 431 - Practice Skills I (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: OCC-333 with a minimum grade of C required. Offered: Every Spring.

OCC 440 - Therapeutic Approaches to Physical Function (4)

This course focuses on the development of skills and the occupational therapy process that support clients' engagement in the occupations of daily life across the lifespan. This integrated theory and practice course examines occupational therapy treatment approaches for physical dysfunction. Students will develop a comprehensive understanding of evaluation and intervention approaches related to a variety of occupational performance needs. These approaches may include: create, promote (health promotion), establish, restore (remediation, restoration), maintain, modify (compensation, adaptation), and prevent (disability prevention) on the basis of clients' desired outcomes.

Prerequisite: CHW-232 CHW-350 OCC-330 OCC-333 and OCC 347 with a minimum grade of C required. Corequisite: OCC-440L. Offered: Every Fall.

OCC 440L - Lab: Therapeutic Approaches to Physical Function (0)

Lab for OCC-440

Corequisite: OCC-440.

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: OCC-341 with minimum grade of C required. Corequisite: OCC-441L. Offered: Every Fall.

OCC 441L - Lab: Pediatric Community Application (0)

Lab for OCC-441

Corequisite: OCC-441.

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: OCC-342 with a minimum grade of C required; Junior or Senior Class Level. Corequisite: OCC-442L. Offered: Every Fall.

OCC 442L - Lab: Adult Community Application (0)

Lab for OCC-442.

Corequisite: OCC-442.

OCC 450 - Therapeutic Approaches to Neurocognitive Function (4)

This course focuses on the development of skills and the occupational therapy process that support clients' engagement in the occupations of daily life across the lifespan. This integrated theory and practice course examines occupational therapy treatment approaches for neurocognitive dysfunction. Students will develop a comprehensive understanding of evaluation and intervention approaches related to a variety of occupational performance needs. These approaches may include: create, promote (health promotion), establish, restore (remediation, restoration), maintain, modify (compensation, adaptation), and prevent (disability prevention) on the basis of clients' desired outcomes.

Prerequisite: CHW-232 CHW-350 OCC-300 OCC-330 OCC-333 and OCC-347 with a minimum grade of C required. Corequisite: OCC-450L. Offered: Every Fall.

OCC 450L - Lab: Therapeutic Approaches to Neurocognitive Function (0)

Lab for OCC-450

Corequisite: OCC-450.

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: PHL-115 with a minimum grade of C required. Offered: Every Spring.

OCC 460 - Integration Lab Across the Lifespan (3)

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.

Prerequisite: OCC-441 and OCC-442 with minimum grades of C required. Offered: Every Spring.

OCC 470 - Enhancing Occupational Engagement (4)

This laboratory course focuses on the development of skills and therapeutic techniques that support clients' engagement in the occupations of daily life across the lifespan. Students will develop evaluation and intervention skills related to functional mobility, the use of assistive technology and physical agent modalities to enhance treatment and promote client outcomes. Students will be able to design, fabricate, apply, fit and train in orthotics and prosthetic devices. Utilizing these approaches, students will enhance the clients' desired occupational outcomes.

Prerequisite: CHW-232 CHW-350 OCC-330 OCC-333 and OCC 347 with a minimum grade of C required. Offered: Every Fall.

OCC 480 - Principles of Practice I (2)

This course promotes students' ability to demonstrate the ethical integration of clinical concepts learned throughout their didactic coursework to increase independent and critical thinking skills concurrently while on Level II Fieldwork experiences. Students will engage in opportunities to enhance understanding of evidence-based, inter/intradisciplinary, theory-driven and occupation-centered evaluation and intervention.

Corequisite: OCC-401. Offered: Every Spring.

OCC 481 - Principles of Practices II (2)

This course promotes students' ability to demonstrate the ethical integration of clinical concepts learned throughout their didactic coursework to increase independent and critical thinking skills concurrently while on Level II Fieldwork experiences. Students will engage in opportunities to enhance understanding of evidence-based, inter/intradisciplinary, theory-driven and occupation-centered evaluation and intervention.

Corequisite: OCC-402. Offered: Every Spring.

OCC 491 - Occupational Science Field Period 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.

Offered: Every January and Summer.

OCC 495 - Advanced Topics in Occupational Science (1-3)

An advanced study of a specific topic within Occupational Science. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

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.

Prerequisite: Occupational Therapy Masters Student. Offered: Occasional.

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.

Prerequisite: Occupational Therapy Masters Student.

OCC 521 - Scholarship in Occupational Therapy I (4)

This course is designed to facilitate the application of knowledge and skills related to scholarship, research, and the use of evidence in OT practice. Class meetings will include lecture, discussion groups, peer presentations, and learning activities built around the generation and application of scholarly knowledge. Students will engage in the development of a research proposal on a self-selected topic, and will identify areas for future scholarship. In addition, students will participate in small-group, faculty-directed scholarly activities, designed to build knowledge and skills while engaging students in a range of scholarly activities relevant to OT practice.

Prerequisite: Occupational Therapy Masters Student. Offered: Every Fall.

OCC 522 - Scholarship in Occupational Therapy II (4)

This course is the follow-up to OCC 521, and will further facilitate the application of knowledge and skills related to scholarship, research, and the use of evidence in OT practice. Class meetings will include lecture, discussion groups, peer presentations, and learning activities integrating scholarship and the use of evidence with students' clinical experiences and future scholarly interests. Students will continue to work with an assigned faculty mentor on small-group, faculty directed scholarly activities. Students will compile, integrate, and share the results of this collaboration with peers, faculty, and other professionals.

Prerequisite: OCC-521 with a minimum grade of B required. Offered: Every Spring.

OCC 530 - Practice Skills II (3)

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 seminar format.

Prerequisite: Occupational Therapy Masters Student. Offered: Every Fall.

OCC 535 - Contemporary Issues (3)

This course is designed to provide students with an in-depth exploration of contemporary issues in practice. It aims to stimulate contemplation regarding the standards of practice and ethical challenges with an emphasis on the most recent available evidence and clinical reasoning for addressing professional issues. Students will engage in cutting-edge topics, trends, and challenges that shape the professional practice in occupational therapy.

Prerequisite: Occupational Therapy Master's Student. Offered: Every Fall.

OCC 555 - Community Outreach and Advocacy (4)

This course will provide occupational therapy students with the knowledge and skills necessary to actively engage in community-based initiatives, influence policy development, and advocate for the profession. These activities will provide opportunities for linking evidence-based knowledge within advanced practice situations and demonstrate collaboration with communities/organizations and other professionals.

Prerequisite: Occupational Therapy Masters Student. Offered: Every Fall.

OCC 560 - Clinical Capstone (3)

This course will focus on development of critical reasoning skills through a variety of assessments. 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.

Prerequisite: Occupational Therapy Masters Student. Offered: Every Spring.

OCC 565 - Interdisciplinary Practice (4)

This course offers a dynamic and intellectually stimulating journey through the interconnected world of various health care disciplines. Students will learn to perceive their profession as an integral part of an inter-professional team, and to assimilate the responsibilities and approaches for continuous professional advancement. This course equips students with the essential knowledge, skills, and attitudes required to function effectively as members of inter-professional teams. It encompasses research and theories that provide guidance for successful team formation and resolution of problems**.**

Prerequisite: Occupational Therapy Master's Student. Offered: Every Fall.

OCC 575 - Advanced Clinical Application (3)

This course aims to enhance students' existing knowledge by exploring specialized aspects of occupational therapy practice. It will equip them with the essential skills and comprehension needed to tackle intricate challenges in the field. Students will actively participate in collaborative discussions, case-based problem-solving, and hands-on exercises to apply the acquired concepts. By the course's conclusion, students will have acquired advanced knowledge, honed critical thinking abilities, and developed professional competencies that will empower them to excel in occupational therapy and make contributions to the profession.

Prerequisite: Occupational Therapy Master's Student. Offered: Every Spring.

OCC 585 - Practice Excellence (4)

This seminar course is designed to integrate the concepts and skills gained throughout the duration of the professional education program and experiential learning to enhance clinical reasoning skills through patient case studies and clinical simulations across the lifespan and practice settings. The focus will be on conducting a comprehensive, evidence-based OT assessment and intervention process that takes into account the patient's overall well-being, including their physical, psychological, and social circumstances.

Prerequisite: Occupational Therapy Master's Student. Offered: Every Spring.

OCC 586 - Leadership & Management of Self and Others (4)

This course has a goal of fostering a deeper comprehension of healthcare management, leadership, entrepreneurial principles, and ethical challenges encountered in the occupational therapy (OT) field. Emphasis will be placed on evidence-based practice and clinical reasoning skills in addressing professional matters, thereby enhancing students' understanding of their own roles as leaders and managers, both personally and in relation to others. As part of managing self, the course aims to cover various aspects such as education surrounding professional certification, and licensure preparation.

Prerequisite: Occupational Therapy Master's Student. Offered: Every Spring.

ORG - Organizational Management

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

ORG 295 - Introductory Topics in Organizational Management (1-3)

An introductory study of a specific topic within Organizational Management. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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 455 - Personal Values and Organizational Ethics (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: SS-231. Offered: Every Fall and Spring.

ORG 495 - Advanced Topics in Organizational Management (1-3)

An advanced study of a specific topic within Organizational Management. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PE - Physical Education

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

PE 295 - Introductory Topics in Physical Education (1-3)

An introductory study of a specific topic within Physical Education. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

PE 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PE 495 - Advanced Topics in Physical Education (1-3)

An advanced study of a specific topic within Physical Education. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PHL - Philosophy

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall and Spring.

PHL 101.H - Introduction to Philosophy (3) †, *

An Honors Program course that surveys significant philosophical thinkers and ideas in the broad sweep of history, from ancient Greece to the present day. Students will learn how the eternal search for wisdom can assist them in addressing modern challenges and problems.

Prerequisite: Designated for Keuka College Honors Students. Offered: Occasional.

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.

Offered: Every Fall and Spring.

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: ENG-112 and PHL-101 or PHL-115. Offered: Occasional.

PHL 295 - Introductory Topics in Philosophy (1-3) †

An introductory study of a specific topic within Philosophy. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

PHL 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PHL 495 - Advanced Topics in Philosophy (1-3) †

An advanced study of a specific topic within Philosophy. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PHY - Physics

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

PHY 110 - Introductory Physics (4) †, *

A survey of the major topics and themes in physics. Topics will include forces, motion, electricity and magnetism, waves, optics, and sound. The lab will reinforce these concepts and show their applications.

Prerequisite: MAT102 or a Math Placement Score of 3. Corequisite: PHY-110L. Offered: Every Spring.

PHY 110L - Lab: Introductory Physics (0)

Lab for PHY-110

Corequisite: PHY-110.

PHY 201 - General Physics I (4) †

Principles of vectors, mechanics, statics, dynamics, work, energy and momentum, rotational kinematics and dynamics; lecture and laboratory.

Prerequisite: MAT-106 . Corequisite: PHY-201L. Offered: Every Fall.

PHY 201L - Lab: General Physics I (0)

Lab for PHY 201.

Corequisite: PHY-201.

PHY 202 - General Physics II (4) †

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.

Prerequisite: MAT-106 and PHY-201. Corequisite: PHY-202L. Offered: Every Spring.

PHY 202L - Lab: General Physics II (0)

Lab for PHY 202.

Corequisite: PHY-202.

PHY 295 - Introductory Topics in Physics (1-4) †

An introductory study of a specific topic within Physics. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

PHY 295L - Lab: Introductory Topics in Physics (0)

Lab for PHY-295L

Corequisite: PHY-295.

PHY 399 - Independent Study (1-4) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PHY 495 - Advanced Topics in Physics (1-4) †

An advanced study of a specific topic within Physics. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PHY 495L - Lab: Advanced Topics in Physics (0)

Lab for PHY-495L

Corequisite: PHY-495.

POL - Political Science

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

POL 120 - American Government (3) †

This course provides an overview of the American political system, examining the various branches and levels of government, as well as political institutions, decision-making processes, and policy issues.

Offered: Every Fall and Spring.

POL 140 - International Relations (3) †, *

This course introduces students to contending perspectives and substantive issues in world politics. It explores topics such as the nature and evolution of the international system, its structures and processes, terrorism, military and energy security, and the politics of world trade.

Offered: Every Spring.

POL 213 - East Asia and the World (3) †, *

This course examines political, military, socio-economic, and historical developments in East Asia as well as this region's interactions with other parts of the world. Topics include major wars, revolutions, reforms, and diplomatic relations from the nineteenth century up to the present.

Offered: Every Spring.

POL 295 - Introductory Topics in Political Science (1-3) †

An introductory study of a specific topic within Political Science. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

POL 325 - The American Presidency (3) †

This course explores the origins, historical development, and power of the American presidency, and examines the role of the chief executive within the nation's constitutional system.

Prerequisite: POL-120 with a minimum grade of C- required. Offered: Odd Year Spring.

POL 350 - Political Philosophy (3) †

This course explores key concepts and ideologies through important thinkers and texts in political philosophy and their continuing relevance in understanding politics and society. Emphasis is placed on the connections among philosophy, politics, and policy.

Offered: Odd Year Fall, Even Year Spring.

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. Significant emphasis will be placed on geography, 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.

Offered: Every Spring.

POL 360 - War, Peace and Security (3) †

This course focuses on the causes of international conflict and cooperation. Topics may include historical and contemporary trends in war and peace, alliances and collective security organizations, conceptualizations of strategy, foreign and security policy-making, power transitions, and economic and military security.

Offered: Even Year Fall.

POL 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Every Fall and Spring.

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.

Prerequisite: Junior or Senior Class Level. Offered: Every Spring.

POL 495 - Advanced Topics in Political Science (1-3) †

An advanced study of a specific topic within Political Science. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PSY - Psychology

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall and Spring.

PSY 123 - Lifespan Human Development (3) †

Human development from conception to old age; physical growth, perception, cognition, emotional growth, social interaction, and personality.

Cross-Listed as: CFS-123. Offered: Every Fall and Spring.

PSY 223 - Close Relationships (3) †

Relationships are central to our lives: friends, parents, siblings, or romantic partners. This course investigates theory and research of close relationships. This will include attraction, relationship development and maintenance, friendship and social support, love, sexuality, intimacy, communication, conflict, dissolution and divorce, loneliness, and bereavement.

Offered: Every Spring.

PSY 238 - Adolescence (3) †

Biological, societal, familial, and peer influences in adolescent behavior; problems of youth in society.

Prerequisite: PSY-123. Cross-Listed as: CFS-238. Offered: Every Spring.

PSY 249 - Infancy and 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: PSY-123. Cross-Listed as: CFS-249. Offered: Every Spring.

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: PSY-123. Cross-Listed as: CFS-252. Offered: Every Spring.

PSY 264 - Psychology of Sex and Gender (3) †

A biopsychosocial examination of sex, gender, and sexuality. Including current understanding of biological, psychological, and cultural contributions to our understanding of sex, sexual behavior, sexual relationships, gender roles and identity, and perceived and actual differences between sexes and between genders as evidenced by psychological research.

Offered: Every Fall.

PSY 295 - Introductory Topics in Psychology (1-3) †

An introductory study of a specific topic within Psychology. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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: PSY 101 and PSY-336. Offered: Odd Year Spring.

PSY 324 - Family Interaction (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.

Cross-Listed as: CFS-324. Offered: Even Year Fall.

PSY 325 - Learning and 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.

Prerequisite: PSY-101. Offered: Even Year Spring.

PSY 328 - Personality Theory and Dynamics (3) †

Major views of personality, including those of Freud, neo-Freudians (Adler, Jung, Erikson), and Maslow; behavioral and humanistic/ existential approaches; implications for personal growth and therapy.

Prerequisite: PSY-101 or PSY-123. Offered: Every Fall.

PSY 332 - Research Methods in Psychology (4) †

Introduction to the critical skills; necessary to evaluate and create scientific research in the field of psychology. Included topics of research design, hypothesis testing, collection, analysis, and interpretation of data will be presented with the goal of orienting students to be both consumers and producers of research.

Prerequisite: ENG-112 and SS-231. Corequisite: PSY-332L. Offered: Every Spring.

PSY 332L - Lab: Research Methods in Psychology (0)

Lab for PSY-332

Corequisite: PSY-332.

PSY 333 - Brain and Behavior (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: PSY-101. Offered: Odd Year Fall.

PSY 335 - Human Emotion (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.

Prerequisite: PSY-101. Offered: Odd Year Spring.

PSY 336 - Abnormal Psychology and Psychopathology (3) †

Disordered behavior, major syndromes, theories of etiology, and approaches to treatment.

Prerequisite: PSY-101. Offered: Every Fall and Spring.

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: PSY-101 or PSY-123. Offered: Every Fall.

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, developmental, 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.

Prerequisite: PSY-101 or PSY-123. Cross-Listed as: EDU-355. Offered: Every Fall and Spring.

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 with psychology faculty, students will identify specific learning goals and psychological research and literature that will inform their experience and that provides the basis for a summative analytical report integrating research and practice. Students must submit an initial proposal for approval by the psychology faculty by the end of the fourth week of the semester prior to the anticipated Field Period. Student should consult the psychology Field Period handbook in preparing for this practicum. May be repeated for credit.

Prerequisite: Sophomore, Junior or Senior Class Level. Offered: Every January and Summer.

PSY 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

PSY 401 - Introduction to Clinical Psychology (4) †

This course introduces students to clinical and counseling psychology, including the ways in which mental health professionals conceptualize, assess, diagnose, and treat mental illness. The role of science and research in understanding and treating mental illnesses will be discussed. This course will include an introduction to a subset of methods of psychotherapy as well as an exploration of a select number of mental disorders, providing students an understanding of clinical psychology and counseling as careers and preparing students to be informed consumers of mental health services as well as provide a foundation for further training in this or a related field.

Prerequisite: PSY-101 and PSY-336 This course will build on the understanding of a subset of mental disorders, their causal factors, and their treatment that was begun in PSY-336, with additional information on research, ethics, and specific therapies.. Corequisite: PSY-401L. Offered: Even Year Spring.

PSY 401L - Lab: Introduction to Clinical Psychology (0)

Lab for PSY-401

Corequisite: PSY-401.

PSY 420 - Senior Seminar in Psychology (3) †

Discussion and analysis of selected topics in Psychology. The course includes student-initiated research projects such as final selection of research area, literature review, generation of hypotheses, operational definition of variables, data-gathering analysis, and presentation and discussion of results, as well as career-centric projects such as, ePortfolio creation, technical report writing, and case analyses.

Prerequisite: SS-231 and PSY-332. Offered: Every Fall.

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: PSY-101; Junior or Senior Class Level. Offered: Even Year Spring.

PSY 447 - Health Psychology (3) †

Students will gain an understanding of the history and foundation of the field of health psychology and its connection to related disciplines (e.g., behavioral medicine). This course will focus on the bi-directional relationship between psychology and health. Students will then learn about various theories and models that have been developed to explain mental health conditions and health. The factors of stress, personality, social and psychological adjustment and coping styles will be examined. After gaining this understanding of the foundations and applications of health behavior change theories, students will learn about various individual-level techniques and methods that are used in health psychology settings.

Prerequisite: PSY 101. Offered: Odd Year Spring.

PSY 495 - Advanced Topics in Psychology (1-3) †

An advanced study of a specific topic within Psychology. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

REL - Religion

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

REL 103 - Introduction to Religion and Spirituality (3) †, *

Meaning and value of religion and spirituality in human life, major traditional and modern interpretations of religious and spiritual experiences. Taught from an interdisciplinary approach, focusing on the various forms of such experiences and traditions in cross-cultural perspectives, with implications for the present and future.

Offered: Every Fall and Spring.

REL 150 - Religion in America (3) *, †

This course examines a variety of the numerous and diverse religions and spiritualities that have arisen in the United States, from Native American to the present day.

Offered: Every Spring.

REL 295 - Introductory Topics in Religion (1-3) †

An introductory study of a specific topic within Religion. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

REL 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

REL 495 - Advanced Topics in Religion (1-3) †

An advanced study of a specific topic within Religion. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SOC - Sociology

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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 lifelong learning and continued professional development.

Offered: Every Fall.

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.

Offered: Every Fall and Spring.

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.

Offered: Even Year Spring.

SOC 202 - Deviance and 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.

Prerequisite: SOC-101. Offered: Every Spring.

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: SOC-101. Cross-Listed as: CRM-275. Offered: Even Year Fall.

SOC 295 - Introductory Topics in Sociology (1-3) †

An introductory study of a specific topic within Sociology. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Prerequisite: SOC-101. Offered: Occasional.

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: SS-231; Sophomore, Junior or Senior Class Level. Corequisite: SOC-301L. Offered: Every Spring.

SOC 301L - Lab: Methods Social Research Lab-Methods Social Research (0)

Corequisite: SOC-301.

SOC 302 - Cultural Diversity and Advocacy (3) †

Throughout the course we will question what diversity means in the contemporary United States as well as in the global context. We will apply our sociological lens and interpret the meaning and experience of diversity, paying particular attention to dimensions of difference, such as race, ethnicity, sexuality, gender, disability, religion and age. Students will gain cross-cultural awareness and local and global advocacy skills by the end of the course.

Prerequisite: SOC-101. Offered: Every Fall.

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.

Cross-Listed as: CRM-322. Offered: Odd Year Fall.

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.

Prerequisite: SOC-202. Offered: Even Year Fall.

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: SOC-101. Cross-Listed as: CFS-344. Offered: Every Fall.

SOC 395 - Intermediate Topics in Sociology (1-3)

An intermediate study of a specific topic within sociology. Intended for sophomores and junior students. The student may repeat the course, but not the topic.

Cross-Listed as: CRM-395. Offered: Occasional.

SOC 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SOC 495 - Advanced Topics in Sociology (1-3) †

An advanced study of a specific topic within Sociology. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SPA - Spanish

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

SPA 101 - Introduction to Spanish (3) †, *

An introductory course in Spanish as a global language. This course develops skills in speaking, listening, reading, and writing, including the study of basic structures, vocabulary, and pronunciation. Emphasis is placed on learning about the cultures of the Spanish-speaking world using a variety of media. No previous study of Spanish is required.

Offered: Every Fall.

SPA 102 - Continuing Introduction to Spanish (3) †, *

A continuation of SPA 101, this course further develops skills in speaking, listening, reading, and writing of Spanish as a global language. Systematic study of basic structures and vocabulary. Emphasis is placed on learning about the cultures of the Spanish-speaking world using a variety of media. Previous study of Spanish or other experience with Spanish is necessary.

Offered: Every Spring.

SPA 203 - Spanish for Communication (3) †

This course employs a variety of media to develop conversational and cross-cultural communication skills in Spanish as a global language, including writing and presentation skills, at an intermediate level. Grammatical structures and concepts are practiced as necessary.

Prerequisite: SPA-102. Offered: Occasional.

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.

Prerequisite: SPA-102 or consent of the instructor. Offered: Occasional.

SPA 220 - Introduction to Spanish Translation and Interpretation (3) †

In this course, students build on their communicative competence in Spanish to learn about text translation and oral interpretation from Spanish to English and vice versa, on a theoretical and practical level. Students will gain theoretical knowledge about the Spanish language and culture in global context while discovering the challenges and opportunities posed by translation and interpretation. A range of types of translation will be explored, including technical, non-technical, and literary translation. Translation technologies will also be evaluated. Basic skills for interpretation will be introduced.

Prerequisite: SPA-203 or SPA-208 or 3 years of high school Spanish and consent of the instructor; May require placement exam; Native or heritage speakers of Spanish may obtain instructor's consent. Offered: Occasional.

SPA 225 - Spanish in the Community (3) †

In this service-learning course, students build on their communicative competence in Spanish through targeted, engaged research and work with Latino/a and Hispanic related organizations in the local community. These may include literacy organizations, healthcare organizations, public libraries, and K-12 schools. We will learn about the broader context of community organizations and the challenges they face. Students will learn about Spanish language and culture while participating in meaningful activities and the community. These activities will allow them to develop their knowledge while strengthening community-college partnerships. Active student reflection is structured throughout the course. Faculty will provide guidelines and resources for students to work within existing projects or to develop their own ideas; community partners will provide networks and planning assistance.

Prerequisite: One from SPA-203 SPA-208 or SPA-220 or 3 years of high school Spanish and consent of the instructor; May require placement exam; Native or heritage speakers of Spanish may obtain instructor's consent. Offered: Occasional.

SPA 252 - Culture and 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, documentaries, films and Internet research. This course also analyzes globalization in Latin America, and its impact in the 21st century.

Prerequisite: One from SPA-203 SPA-208 or SPA-220 or 3 years of high school Spanish and consent of the instructor; May require placement exam; Native or heritage speakers of Spanish may obtain instructor's consent. Offered: Occasional.

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: SPA-203. Offered: Occasional.

SPA 290 - Spanish Field Period (3)

In consultation with the advisor, students must complete a Field Period related to Spanish language and/or Hispanic culture in the United States, Spain or any Latin American destination.

Offered: Every January and Summer.

SPA 295 - Introductory Topics in Spanish (1-3) †

An introductory study of a specific topic within Spanish. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

SPA 325 - Advanced Topics in Spanish Communication (3)

This course asks students to critically analyze and discuss, 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: SPA-203 or three years of high school Spanish. Offered: Occasional.

SPA 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SPA 495 - Advanced Topics in Spanish (1-3) †

An advanced study of a specific topic within Spanish. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SPS - Sports Management

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

SPS 100 - Introduction to Sports Management (3)

This is an introductory course for sports and Esports management. Students will be taught the basic principles of administrative and management concepts associated with sports and Esports. Descriptions of career opportunities are provided to help the student design a course of study that best meets his/her career goals.

Cross-Listed as: ESM-100. Offered: Every Spring.

SPS 201 - Sports Management I (3)

An overview of the sports and Esports management industries focusing on identification and applying theoretical knowledge to real-world actions. The course will dive into professional sports, as well as collegiate and introduce how the emergence of Esports is impacting the sports industry. Content will include sales, marketing and promotions, and public relations and communications as it pertains to sports.

Prerequisite: SPS-100. Cross-Listed as: ESM-201. Offered: Every Fall.

SPS 295 - Introductory Topics in Sports Management (1-3)

An introductory study of a specific topic within Sports Management. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

SPS 301 - Sports Management II (3)

An in-depth focus and practical application of sports and Esports management. to include strategic planning, finance, event management, and personnel management. Course content will include strategic planning, event management, personnel management, finance, marketing, and emerging technologies in sports/Esports. Upon completion of this course, you will understand the competencies necessary for managing and operating sports and Esports events.

Prerequisite: SPS-201. Cross-Listed as: EMS-301. Offered: Every Spring.

SPS 401 - Sports Management Senior Capstone (3)

Selected independent study of design project with approval of departmental personnel. Students are able to apply classroom theory to practical experience.

Prerequisite: SPS-301; Junior or Senior Class Level. Cross-Listed as: ESM-401. Offered: Occasional.

SPS 495 - Advanced Topics in Sports Management (1-3)

An advanced study of a specific topic within Sports Management. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SS - Social Sciences

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Prerequisite: MAT-102 with a minimum grade of C- required or receive a Math Placement Score of 3 or instructor permission.. Offered: Every Fall and Spring.

SS 295 - Introductory Topics in Social Sciences (1-3) †

An introductory study of a specific topic within Social Sciences. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

SS 495 - Advanced Topics in Social Sciences (1-3) †

An advanced study of a specific topic within Social Sciences. Intended for juniors and seniors, or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SWK - Social Work

Reference Key -
** May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.*
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall and Spring.

SWK 201 - Social Welfare Policy and Services I (3) †

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.

Prerequisite: POL 120 previously or concurrently with a minimum grade of C required. Offered: Every Fall and Spring.

SWK 209 - Perspectives in Early Childhood 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.

Offered: Every Spring.

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, mezzo, 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: SWK-101 previously or concurrently with a minimum grade of C required. Offered: Every Fall and Spring.

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: SWK-101 previously or concurrently with a minimum grade of C required. Offered: Every Fall, Spring, and Summer.

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: BIO-202, SWK-101 and one from PSY-101 or PSY-123 previously or concurrently with minimum grades of C required. Offered: Every Fall and Spring.

SWK 250 - Substance Use 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: BIO-202 previously or concurrently with a minimum grade of C required. Offered: Every Spring.

SWK 295 - Introductory Topics in Social Work (1-3)

An introductory study of a specific topic within Social Work. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

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.

Prerequisite: SS-231 previously or concurrently with a minimum grade of C required. Offered: Every Spring.

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: SWK-211 and SWK-221 with minimum grades of C required. Offered: Every Fall, Spring, and Summer.

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.

Offered: Even Year Fall.

SWK 332 - Group Processes (3) †

Formation, definition, and process of a group; group interactions using group exercises and observations, and beginning facilitator experience.

Prerequisite: Junior or Senior Class Level. Offered: Every Spring.

SWK 333 - 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.

Cross-Listed as: GRN-333. Offered: Occasional.

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.

Prerequisite: SWK-220 either previously or concurrently or permission of the instructor; Junior or Senior Class Level. Offered: Every Fall.

SWK 335 - Organizational Awareness and 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 management, negotiation and conflict resolution, problem solving, and decision making; motivational theory, emotional intelligence, leadership development, executive coaching and mentoring; and teambuilding. Participants explore issues impacting on employee and organizational development and performance.

Prerequisite: Complete one from SWK-101 or CRM 101 AND complete one from PSY-101 or PSY-123 either previously or concurrently. Offered: Every Fall.

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: Take one from SWK-101 PSY-101 or SOC-101 with a minimum grade of C required. Offered: Odd Year Fall.

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: SWK-211 and SWK-312 with minimum grades of C required; Junior or Senior Social Work Major. Offered: Every Fall.

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.

Prerequisite: Junior or Senior Social Work Major. Offered: Every January and Summer.

SWK 399 - Independent Study (1-3)

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

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: SWK-201 and either SOC-301 or SWK-302 with minimum grades of C required; Junior or Senior Social Work Major. Offered: Every Fall.

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: SWK-221 previously; SWK-351 previously or concurrently with minimum grades of C required; Senior Social Work Major. Offered: Every Fall.

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 Adult and On-line Education (AOE) 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: SWK-421. Offered: Every Spring.

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: SWK-390 and consent of the instructor; Senior Social Work Major. Offered: Every January and Summer.

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 the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

SWK 505 - Social Work Practice with Individuals (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.

Offered: Every Fall and Spring.

SWK 520 - Social Work Ethics and Applications in Diversity (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 knowledge base, students will scrutinize ethical dilemmas and their application in relation 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.

Offered: Every Fall, Spring, and Summer.

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.

Offered: Every Fall.

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. A total of 400 hours must be completed over the course of SWK-527 and SWK-587 (approximately 200 hours per semester). 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 integrate classroom learning from the foundation courses to practice applications. Prerequisite: Acceptance into field agency for MSW field practicum.

Offered: Every Fall.

SWK 535 - Social Work Practice with Couples and Families (3)

This course focuses on the student's development and integration of professional use of self in their direct practice with family systems and couples. This course builds on the knowledge and skills gained in SWK-505 Social Work Practice I (work with individuals). This course will begin to expand the student's view of generalist Social Work practice by moving from micro to mezzo approaches. Special emphasis is placed on both diverse populations and awareness of use of self in the professional role. Students continue to develop and refine their skills in professional writing, advocacy, and interviewing.

Offered: Every Spring.

SWK 555 - Community Organization (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 organizations, needs assessments and the social worker's role in all of the above will be discussed.

Offered: Every Spring and Summer.

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.

Offered: Every Summer.

SWK 570 - Human Behavior and 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.

Offered: Every Fall, Spring, and Summer.

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 courses. Students are required to complete a field practicum placement that is 16 hours per week in a preapproved social service agency. A total of 400 hours must be completed over the course of SWK-527 and SWK-587 (approximately 200 hours per semester). During this semester, the focus will be on practicing social work skills with clients in agencies.

Prerequisite: SWK-527. Offered: Every Spring.

SWK 605 - Clinical Social Work Practice 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/systemic 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 principles 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.

Offered: Every Fall.

SWK 610 - 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 variety 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.

Offered: Every Fall.

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 student's 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.

Offered: Every Fall, Spring, and Summer.

SWK 620 - Advanced Ethics in Social Work Practice (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 course will 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.

Offered: Every Spring.

SWK 622 - Scientific Inquiry in Social Work (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 evaluation needs of agencies, funders, client systems and other various stakeholders. This course will cover research methodology and evaluation skills across the 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.

Offered: Every Spring.

SWK 629 - Adv Clinical Social Work Practice 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 assignments 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 practitioners. Although each field placement is unique, students will be assessed on their level of competence in social work practice behaviors. Students will need to complete a total of 500 hours over the course of SWK-629 and SWK-689 (approximately 250 hours per semester).

Offered: Every Fall.

SWK 635 - Clinical Social Work Practice 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.

Offered: Every Summer.

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.

Offered: Every Summer.

SWK 647 - Military Social Work (3)

This course describes 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 military culture. The course explores the micro, mezzo, and macro concerns that impact the military family. Strategies utilizing a strengths-based perspective are emphasized throughout the course as a means of empowering the military member and their family systems.

Offered: Occasional.

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.

Offered: Occasional.

SWK 652 - Clinical Social Work Practice LGBTQ (3)

This 3-credit elective concentrates on the issues relevant to clinical social work practice with the LGBTQ population and their family members. Content of the course includes contemporary and historical foundational knowledge critical to successful advocacy and clinical practice. Specifically, the course will examine sexual orientation and gender identify, theoretical perspectives associated with this population, issues of diversity, the impact of social and political contexts, issues commonly facing LGBTQ people, and assessment and treatment strategies.

Offered: Occasional.

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 individuals, couples and families, that address this issue. The course begins by introducing 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: SWK-605. Offered: Occasional.

SWK 670 - Advanced Theory for Social Work Practice (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 economics 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.

Offered: Every Fall, Spring, and Summer.

SWK 689 - Advanced Clinical Seminar II (3)

The Advanced Clinical Seminar II 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-629, 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. Students will need to complete a total of 500 hours over the course of SWK-629 and SWK-689 (approximately 250 hours per semester).

Prerequisite: SWK-629. Offered: Every Spring.

THR - Theatre

Reference Key -
* May also fulfill a Compass Curriculum category in certain high-credit majors (see your advisor), but will not be counted twice in the credit total.
† Liberal Arts and Sciences Credit

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.

Offered: Every Fall.

THR 295 - Introductory Topics in Theatre (1-3) †

An introductory study of a specific topic within Theatre. Intended for freshmen and sophomores, or for students with little or no background in the subject. The student may repeat the course, but not the topic.

Offered: Occasional.

THR 399 - Independent Study (1-3) †

An in-depth, self-directed study for Junior- or Senior- level students under the guidance of a sponsoring faculty member on a planned topic that is not covered by an existing Keuka College course.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

THR 495 - Advanced Topics in Theatre (1-3) †

An advanced study of a specific topic within theatre. Intended for juniors and seniors or for students with an appropriate background in the subject. The student may repeat the course, but not the topic.

Prerequisite: Junior or Senior Class Level. Offered: Occasional.

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Index