

“Our faculty and staff know our students not only by their names; they know them by their dreams.”

Dr. Edward G. Boehm, Jr., President
March 1996

Keystone College is committed to providing equal education and employment opportunities for all qualified persons without regard to race, color, national origin, sex, age, religion, ancestry, sexual orientation, disability, or any legally protected classification.

Inquiries may be directed to:

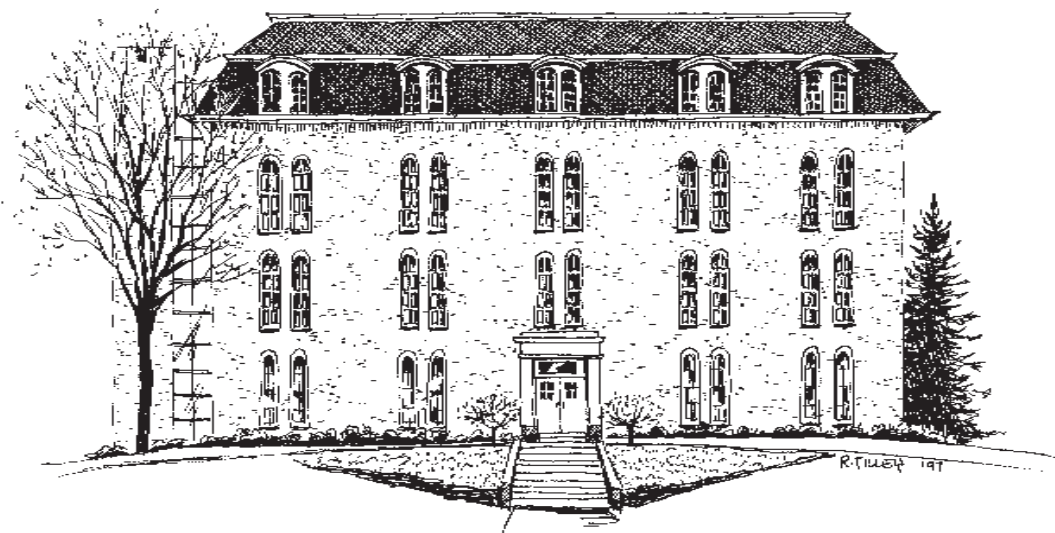
Keystone College
Director of Admissions
One College Green
La Plume, PA 18440-1099
(570) 945-8000
or 1-877-4-COLLEGE
or admissions@keystone.edu

Keystone College encourages you to visit our campus. Appointments for personal interviews should be made in advance and confirmed through the Office of Admissions by calling 1-877-4-COLLEGE, visiting www.keystone.edu, or writing to:

Keystone College
Office of Admissions
One College Green
La Plume, PA 18440-1099

The information contained in this catalog was accurate at the time of publication and is valid for the 2006-2007 academic year. The Keystone College Board of Trustees reserves the right to change any provisions or requirements or cancel a program due to underenrollment at any time within a student's term of enrollment.

May 2006



Harris Hall, the oldest building on campus, was built in 1870.

Keystone College

2006-2007

Catalog



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A Message from the President



Each of us - the faculty, administration, and staff - welcomes you to Keystone College and to the unique journey you are about to begin. While many students across the country and around the world will begin their collegiate experiences this fall, only you will have the benefit of the Keystone Promise - the special commitment, developed by our faculty and staff in 1997, that all members of our community have promised to provide to you.

Keystone's uniqueness begins with its faculty, a highly respected group of scholars whose first priority is teaching. By opening their offices to you on a daily basis, and by providing the classroom and laboratory settings conducive to learning, our faculty demonstrates a commitment to their teaching and your learning.

Our staff and administrators also dedicate themselves to serving you. Friendly faces, sound advice, and flexible office hours show their willingness to provide the support you need.

Whether you come to us knowing exactly what your career path will be, or you are exploring your options, be sure to take advantage of the Keystone Promise. Our promise to you and your family emphasizes the following experiences:

- a First-Year Experience course designed for all Keystone students to learn more about your new college, and most importantly, more about yourself;
- a Real-World Experience designed to explore work related to your major;
- a course designed to create a portfolio of your best work; and
- programs designed to “bring it all together” with a capstone experience.

Each of us here holds a heartfelt belief that Keystone is the best place to begin your college career. We wish you well during your time here, and thank you for joining the Keystone family.

The hallmark of Keystone College is this “Our faculty and staff know our students not only by their names; they know them by their dreams.”

Sincerely,



Dr. Edward G. Boehm, Jr.
President

Keystone College is also honored that many other colleges have adopted our hallmark to better serve their students.

The Keystone College Promise

A pledge to students in good academic, financial, and social standing . . .

* That within six months after graduating from Keystone and **fulfilling the requirements of the Career Development Center**, you will have received at least one job offer, or where appropriate, be accepted into a transfer or graduate program. In the event that this does not occur, we will provide you with additional courses and career counseling at no extra charge.

* A nationally recognized **First-Year Experience** seminar to enable you to acquire the skills necessary for academic, personal, and career success, and a portfolio/resume experience designed to give you a competitive edge in the job market.

* A **Real-World Experience** that explores the world of work.

* A **Bridge and a Capstone Experience** combining knowledge acquired in both the classroom and the real world.

* A **Pre-Major program** that offers academic and career counseling to assist undecided students who need to make informed decisions about a major.

* A **guarantee for on-campus housing** to our resident students for as long as they remain full-time students.

The Keystone College Promise was developed in 1997 by the faculty and staff of Keystone College to better serve our students.

Keystone College

Keystone College is a fully accredited, independent, private college committed to helping all students attain their full potential. To achieve this goal, Keystone provides excellent instruction, close student-faculty relationships, personal attention, and individualized support services.

Keystone College received formal approval from the Pennsylvania Department of Education to begin offering baccalaureate degree programs in 1998.

“This is the beginning of a new era for Keystone College,” stated President Boehm, “as we will be able to continue our two-year programs and at the same time offer our students the opportunity to remain at Keystone to complete their four-year degrees.” Keystone offers bachelor of science degrees in accounting, biological science, business, criminal justice administration, early childhood education, elementary education, environmental resource management, forensic biology, human resource management, information technology, sport and recreation management, and teaching, and bachelor of arts degrees in communication arts and humanities, and visual art.

Dr. Boehm noted that the College’s move to baccalaureate status is the third historic event since Keystone’s establishment - the founding of Keystone as an academy in 1868, its designation as a junior college in 1934, and now its status as a baccalaureate college. This is only the beginning of the College’s commitment to serving our students and families in the region.

With the liberal arts as the core of our curriculum, Keystone offers diverse curricula as described in the following pages.

History of the College

Keystone Academy was originally chartered by the Commonwealth of Pennsylvania in 1868, with instruction beginning the following year in the local Baptist church in Factoryville. In 1870, ground was broken on the current site for the Academy’s first building, Harris Hall, named after John Howard Harris, first president of Keystone. Harris Hall continues to serve Keystone College today.

The Academy flourished during its early years and established a standard of excellence that became a model in the area. Many distinguished scholars, among them the presidents of three universities, have graduated from Keystone.

At the time it was chartered, Keystone Academy was the only high school between Binghamton, N.Y., and Scranton, Pa. For over 65 years, the Academy served the secondary educational needs of the region admirably. Nevertheless, the school’s trustees came to realize that a quality college education must be available to the citizens of our area. As a result, Keystone Academy was rechartered as Scranton-Keystone Junior College in 1934. Ten years later, the name of the College was shortened to Keystone Junior College, and in 1995 to its present form, Keystone

College.

During the 1960s and early 1970s, Keystone experienced a period of unprecedented growth. At that time, many of Keystone's residence halls and its spacious library and classroom building, Miller Library, were built. The science building, Capwell Hall, was expanded, and the Hibbard Campus Center was added to Evans Hall. Keystone's Thomas G. Cupillari '60 Astronomical Observatory in nearby Fleetville, Pa., also began operations at that time.

Keystone's growth and vitality continued in the 1980s with the opening of the new multi-million dollar Gambal Athletic Center and the renovation of Keystone's historic Harris Hall.

In 1998, the College received formal approval from the Pennsylvania Department of Education to offer baccalaureate degree programs. President Boehm made the announcement of what he called a "new era" for the College at the 127th commencement exercises held in May, 1998.

In 2000, the College awarded its first baccalaureate degree and announced the receipt of its first million dollar gift. January 2001 marked the opening of the College's newest residence hall, Keystone Commons, the first new residence hall built on campus since Moffat Hall in 1970.

In 2004, Keystone dedicated the Oppenheim Family Children's Center on the Mellow Family Children's Campus, a state-of-the-art facility for child care and provider training.

Less visible, but more impressive than its physical growth, has been Keystone's academic growth. Existing curricula are evaluated and revised regularly, and new curricula and degrees are added in response to changes in education and the workplace. Classes also are offered to adult and non-traditional students through Keystone College's traditional part-time program and the Weekender schedule, which enables students to earn their degrees by attending classes approximately every third weekend. In addition, holdings in Miller Library are increased annually, and the most recent educational technology is readily available to students.

Currently, the College offers 17 bachelor's degrees, 15 associate degrees and enrolls a diverse student body from throughout the U.S. and more than 14 countries. The College also participates in Division III athletics, fielding 13 men's and women's teams.

Today, with its career-oriented liberal arts curriculum in place, Keystone College is a leader in education. The faculty, board of trustees, administration, and staff are committed to making your experience here something special. By choosing Keystone, with over 135 years of experience, you commit yourself to that goal as well.

Mission of the College

Keystone College educates students in the liberal arts tradition as we continue our historic move to “expand by degrees.” Through the Keystone Promise, we make a special commitment that our graduates can accomplish the following goals:

- achieve personal and professional success;
- continue to learn, develop, and grow throughout life;
- understand the complexity of the world we share; and
- function as engaged, productive, service-oriented, ethical members of society.

The College relies on the strength of “The Keystone Family,” created by the close interaction among our students, faculty, staff, and friends, to make our picturesque campus a source of intellectual growth, cultural awareness, environmental stewardship, and service opportunities that enhance the quality of life in Northeastern Pennsylvania.

The Campus

Keystone College is nestled among shady trees on a 270-acre tract at the gateway to the Endless Mountains of Northeastern Pennsylvania. The campus is 15 miles northwest of Scranton, on U.S. Routes 6 and 11. Interstate Routes 380, 80, 81, 84, and 476 (the former Northeast Extension of the Pennsylvania Turnpike) provide easy access to Keystone from all directions. Close to Scranton, Wilkes-Barre, and Binghamton, all the facilities of three modern cities are available to Keystone students, yet the College is surrounded by small towns and countryside and has the quiet learning atmosphere of a rural campus.

Northeastern Pennsylvania provides a stimulating and enjoyable environment for Keystone. The area boasts warm weather from May through September, brisk autumn days with brilliant foliage, and snowy winters pleasing to devotees of cold-weather sports. Opportunities for hunting, fishing, swimming, and skiing are abundant.

Keystone’s most historic building is Harris Hall, constructed over a century ago. Recently renovated, this building now accommodates administrative and faculty offices and several classrooms and computer labs. To one side of Harris lies Capwell Hall, Keystone’s science center. Here students will find laboratories and computer facilities for science and mathematics. Several classrooms and faculty offices are also found in Capwell. The art and theatre facilities lie on the other side of Harris Hall. Studios for ceramics, drawing, sculpture, and painting are located in the Art Center, while photography and printmaking laboratories can be found in nearby Ward Hall, which also houses the Career Development Center. Adjacent to the art complex is Brooks Hall, which houses the College’s theatre facilities and graphic design studios.

The Miller Library offers more than 40,000 books, 150+ print subscriptions, over 25 electronic databases and a substantial collection of audiovisual materials. The Library also houses computers, the Rita Cupillari Computer Lab, the Linder Art Gallery, Nightshade Press, and a state-of-the-art media lab along with classrooms and faculty offices. Other academic facilities at Keystone include Ward Hall, the Oppenheim Family Children's Center on the Mellow Family Children's Campus, and the Poinsard Greenhouse. We also boast of the Thomas G. Cupillari '60 Astronomical Observatory located in Fleetville, Pa., just a few miles from Keystone's campus. It provides educational programs during the academic year, as well as special summer programs open to both the Keystone community and the public at no charge. The observatory complex includes a small auditorium, a library, a map room, photographic facilities, and a 16-foot dome housing a 9 1/2 inch Alvan Clark Refracting Telescope. The new instrumental science labs enrich the Environmental Studies and Biology programs. New instruments include a Varian 1200L mass spectrometer with gas chromatograph and liquid chromatograph interfaces, a Varian Vista inductively coupled plasma optical emission spectrometer, a Cary 50 UV-Visible spectrophotometer, and a Cary Eclipse fluorescence spectrophotometer. These instruments will allow for sensitive detection of trace organic molecules and trace metals in water, soil, biological and forensic samples. Students will have the opportunity to use these instruments in their research. Keystone College's Lake Manataka Environmental Field Station offers a 27-acre lake for students, faculty, staff, and the community to engage in lake ecosystem investigations.

Keystone's 28,000-square-foot Gambal Athletic Center houses an NCAA standard-size basketball court, the newly renovated Larry Fornicola Wellness Center, a weight training room, a classroom/conference room, and four locker room areas, plus faculty and coaching staff offices. Four playing fields, six tennis courts, and the gymnasium provide the facilities necessary for Keystone's extensive athletic programs. These include intercollegiate baseball, basketball, cross country, golf, outdoor track, soccer, softball, tennis, and volleyball, as well as a strong intramural program.

New to Keystone's campus are the Keystone College Environmental Education Institute, the Willary Water Resource Center, the U.S. Forest Service's Mid-Atlantic Urban Forestry Center, and the Countryside Conservancy. The offices of Mulberry Poets and Writers Association are also located at Keystone. In 2005, WKCV FM 103.5 was inaugurated.

In addition to the academic and athletic facilities, seven residence halls, a health clinic, and the Hibbard Campus Center serve our campus. The Campus Center houses the Student Restaurant, the Chef's Table Restaurant, the Chamberlin Center for Student Services, the President's Dining Room, student lounges, the Campus Shoppe, the Giants' Grill, the Giants' Den, and our own branch of the U.S. Postal Service. The Office of Campus Life and offices for campus ministry and student activities are located in this building as well.

Through the generosity of Trustee Jane Oppenheim and efforts of Senator

Robert Mellow, the College opened its new Oppenheim Family Children's Center on the Mellow Family Children's Campus in September 2004. The bright, engaging, and child-appropriate facility serves as a laboratory setting for early childhood and education students at Keystone. The 6,363-square-foot Center offers a quality program of day care services conducted by early childhood professionals for both the Keystone College campus and the surrounding communities.

Keystone students have active social lives. Through the numerous social and service activities offered on campus, the College encourages its students to lead balanced and well-rounded lives.

Keystone Traditions

President's Convocation

The President's Convocation formally marks the opening of the academic year. At this time, students, administration, faculty, and staff come together to celebrate the importance of our educational mission.

Autumn Homecoming and Reunion Weekend

Occurring near the midpoint of the fall semester, Autumn Homecoming and Reunion Weekend provides the opportunity for our alumni to return to campus, enjoy activities, and spend time with our current students.

Family Day

This fall event allows family members to visit the campus at their leisure and participate in activities with their students. Families have the opportunity to meet with faculty and counselors, visit Keystone's facilities, and attend various social and athletic functions.

All-College Honors Convocation

All-College Honors Convocation is held at the end of each spring semester. Students, faculty, administration, and staff gather to recognize outstanding achievement in academic performance and campus leadership.

Winterfest

Held each December, Winterfest brings members of the campus community and the local community together in the spirit of the holidays. Many activities, including a campus lighting ceremony, highlight the festivities.

Christy Mathewson Weekend

Each August, the College invites the community to campus in celebration of baseball great Christy Mathewson's birthday. A graduate of Keystone Academy, Mathewson was inducted posthumously into the Baseball Hall of Fame. The weekend features many family activities, including a parade through campus.

Commencement

Keystone College conducts one commencement ceremony for all students completing their degree requirements that academic year. This event is held in May and provides an opportunity for family and friends to proudly watch their student graduate.



Accreditation and Memberships

Keystone College is accredited by the Middle States Association of Colleges and Secondary Schools, 3624 Market Street, Philadelphia, Pa. 19104, 267-284-5000; approved by the Pennsylvania State Board of Education; and approved for veterans' benefits. It is a member of the College Entrance Examination Board, College Scholarship Service, the American College Testing Program, the Commission for Independent Colleges and Universities, the Pennsylvania Association of Colleges and Universities, Northeastern Pennsylvania Independent Colleges, the Council for Advancement and Support of Education, the College and University Personnel Association, and the Council of Independent Colleges.

Admission to Keystone College

Keystone College accepts applicants on a rolling admissions basis; however, priority is given to applications received by May 1 for fall semester applications and December 1 for spring semester applications. Admission to Keystone College is based on prior academic performance and the ability of the candidate to profit from and contribute to the academic, interpersonal, and extracurricular life of the College. Traditional-age students should submit their applications as early as possible during their senior year of high school, preferably by the end of the second marking period.

Keystone will consider applicants who meet the following criteria: graduation from an approved secondary school or the equivalent (with official transcripts), satisfactory scores on the SAT or ACT tests, one letter of recommendation, and evidence of potential for successful college achievement. Applicants who earned a high school diploma or equivalent prior to application for

admission are not required to submit SAT or ACT scores.

All students are strongly encouraged to visit the campus for a personal interview, which includes a meeting with a faculty member from the student's area of interest. Portfolio interviews are required for all Visual Art and Teaching: Art Education Certification students.

Students may obtain an application by accessing our Web site at www.keystone.edu, by calling the Office of Admissions at 1-877-4-COLLEGE, or by writing to: Director of Admissions, Keystone College, One College Green, La Plume, PA 18440-1099.

Application Procedures - First-Year Student (a student who has attempted fewer than 12 credits of non-developmental college-level coursework)

In order to apply for admission to the College, students seeking first-year admission must submit the following:

1. Completed application with a \$25 non-refundable application fee.
2. Official high school transcript(s).
3. Official college/university transcript(s) (if applicable).
4. SAT or ACT scores directly to the Office of Admissions - Keystone College's CEEB codes are SAT-2351 and ACT-2602 (if applicable).
5. One letter of recommendation from someone other than a friend or relative.
6. Students whose primary language is not English must submit the results of the Test of English as a Foreign Language (TOEFL) an equivalent test, or make arrangements with the Office of Admissions to take the Keystone Institutional TOEFL**.

Application Procedures - Transfer Student (a student who has attempted a minimum of 12 credits of non-developmental college-level course work)

In order to apply for admission to the College, a student seeking transfer admission must submit the following:

1. Completed application with a \$25 non-refundable application fee.
2. Official college/university transcript(s) from each institution attended by the student.
3. One letter of recommendation, preferably from a college-level instructor.
4. Students whose primary language is not English must submit the results of the Test of English as a Foreign Language (TOEFL) an equivalent test, or make arrangements with the Office of Admissions to take the Keystone Institutional TOEFL**.

Application Procedures - International Students Seeking Full-Time Admission (non-U.S. Citizens and non-resident aliens of the U.S.)

International students seeking full-time admission to the College must submit their completed applications by June 1 for the fall semester and November

1 for the spring semester. For detailed information on international students, please see page 21. The following documents must be submitted to be considered for full-time admission:

1. Completed International Student Application with a \$25 non-refundable application fee.
2. Official high school (secondary school) transcript(s) in English.
3. Official college/university transcript(s) in English (if applicable).
4. Official results of the Test of English as a Foreign Language (TOEFL) if English is not the primary language.**
5. One-page writing sample or essay in English.
6. Certification of finances which shows financial support for the student to cover two years of full-time attendance.

**A score of 550 (213 computer-based) on the TOEFL is required for admission to full-time academic programs. Students whose TOEFL is between 500-550 (173-213 CBT) may be admitted to the College with required attendance in the ESL Bridge program during their first semester.

Application Procedures - Home-Schooled Students:

Families involved in home study programs are urged to contact the director of admissions for further information. Please see page 35 for information regarding financial aid and home-schooled students. Students will be asked to submit the following in order to be considered for admission:

1. Completed application with a \$25 non-refundable application fee.
2. Portfolio of all high school level work completed. This should include any essays and exams that the student has completed.
3. SAT or ACT scores directly to the Office of Admissions - Keystone College's CEEB codes are SAT-2351 and ACT-2602.
4. One letter of recommendation from someone other than a friend or relative.
5. All home-schooled students are required to interview with a senior member of the admissions staff.

Certificate Programs

Certificate programs are open to any high school graduate or holder of the General Equivalency Diploma (GED). Student should submit the following documents to the Office of Admissions for application to any certificate program.

1. Completed application with a non-refundable \$25 application fee.
2. Official high school transcript and/or official GED score.

Dual Admission

Keystone offers program-specific dual admission agreements with College Misericordia and with Thomas Jefferson University's Plan A College Education

(PACE) program. First-year students interested in pursuing nursing or diagnostic imaging/radiological technology may apply for dual admission to both Keystone College and College Misericordia. Additional allied health programs are offered through Thomas Jefferson University's PACE program. Students must meet entrance requirements set by both institutions. Please contact the Office of Admissions at Keystone College for further details.

Early Admission Program

Keystone offers an Early Admission Program under which qualified applicants may enroll at Keystone College after completing their junior year of high school. To qualify, applicants should have a high ranking in their class, favorable recommendations from their principal or guidance counselor, a minimum score of 950 on the SAT or 21 on the ACT, and the potential for success at the college level. Generally, the student's high school will award a high school diploma upon successful completion of either the first year at Keystone College or specific course requirements. Students are solely responsible to check with their high school to ensure they will receive a high school diploma. Acceptance is contingent upon final approval from the director of admissions following a required on-campus interview. Please see page 35 for financial aid issues regarding early admission.

Honors Program

The Director of Admissions will invite students to participate in the Honors program, once a formal acceptance to the College is granted. Students who desire to participate are encouraged to submit a completed application for admissions no later than April 1 of their senior year. In order to be eligible to participate in the Honors Program, students must place in the top ten percent of their high school graduating class or have a 3.3/4.0 GPA. Students must also achieve a minimum 1100 combined SAT or 24 composite ACT score.

Veterans

Students who are eligible for veterans' education benefits follow the same application procedures as non veteran students. To obtain information regarding veterans' education benefits, or to pursue eligibility for veterans' programs, contact the Veterans' Certifying Official in the Office of the Registrar at Keystone College at 1-877-4-COLLEGE, or call the Veterans' Educational Counselor of the Veterans' Administration at 1-888-442-4551.

High School Preparation

In order to be adequately prepared, applicants are strongly urged to have completed, during their secondary school preparation, the recommended units listed below. Students whom the Admissions Committee feels are not academically ready for regular acceptance may be offered provisional acceptance into the ACT 101/Keys Program (see page 86). These students may require additional semesters or

summer sessions to complete their degrees.

Students intending to enroll in an associate degree program

English	4 units
Math	2 units*
Science	2 units**
Social Studies	2 units
Electives	4 units

*Students pursuing allied health, environmental science and forestry, science, business administration, and information technology curricula are required to have a minimum 3 units of math, including 2 years of algebra.

**Students pursuing allied health, environmental science and forestry, and science curricula are required to have a minimum 3 units of science, including one year of a laboratory science.

Students intending to enroll in a bachelor’s degree program*

English	4 units
Math	3 units (including 2 years of algebra)
Science	3 units (including 1 year of a lab science)
Social Studies	2 units
Electives	4 units

*A student who does not meet these requirements may seek admittance to an associate degree program.

Part-Time Admission

To fulfill its mission of community service, Keystone offers part-time students and returning adults the opportunity to continue their education by enrolling in degree or non-degree programs. Keystone offers students the opportunity to participate in classes for credit, audit, and non-credit in both traditional and Weekender schedules. See Weekender program, page 23. Whether seeking a degree, professional development, or personal enrichment, part-time students have ample opportunities for continuing their education.

Degree-seeking students wishing to take classes on a part-time basis should follow the guidelines listed under “admissions procedures” on page 14. Part-time students are not required to take the SAT or ACT. Non-degree seeking students may attempt up to 12 credits as a part-time student prior to making application to the college. See page 18 for further information regarding non-matriculating students.

Degree-seeking, part-time students may be eligible for financial aid and should refer to financial aid information on page 34.

Admissions Decisions

Keystone practices “rolling admissions.” Upon receipt of all required materials, the Admissions Committee will evaluate the student’s potential for success at Keystone and advise the applicant. A personal interview may be required. Notification is generally given within two weeks of receipt of all required

credentials.

Provisional Acceptance

ACT 101/Keys Program: In special cases where students have not performed up to their potential and some concern exists as to their ability to succeed in college, they may be offered a provisional acceptance to the College. These students must participate in Keystone's ACT 101/Keys Program, which provides special academic reinforcement services (see page 86).

Readmission

Full-Time, Part-Time, and Weekender Students:

Students who have "stopped out" for at least one semester (or for Weekender students, two trimesters), excluding summer sessions, must contact the director of admissions to be readmitted to the College. **Any student who is not in attendance because he/she is on disciplinary suspension must make a formal appeal to the dean of students in writing, prior to being considered for readmission. (See social suspension on page 60.)**

The following guidelines will apply to students wishing to be readmitted:

1. The Catalog of record for a student requesting to be readmitted **within five years** of last attendance will be the most recent one, unless otherwise requested and approved by the curriculum coordinator.
2. A student requesting to be readmitted after five or more years of last attendance will need to make formal application to the College as a new student through the Office of Admissions. The student's Keystone College transcript will be received as if he/she were a new transfer student. The Catalog of record will be the current Catalog.
3. All students desiring to be readmitted who have taken courses at other institutions since their last date of attendance at Keystone should have their official transcripts from the institution of attendance sent to the Keystone College Office of Admissions.

Non-Matriculating

Students who have not yet received their high school diploma or equivalency or wish to take classes for transfer to another college/university may attempt up to 12 credits at Keystone College prior to making formal application for admission.

Students who have not yet received their high school diploma or equivalency may make formal application to the college after 12 college-level credits have been attempted and a minimum 2.00 GPA has been achieved.

Students who have attempted 12 credits and do not wish to matriculate at Keystone College may register for courses directly at the Office of the Registrar, letting them know their intention is personal enrichment or professional growth.

Students whose status is non-matriculating or personal enrichment are not eligible for federal or Pennsylvania state aid.

Students with Learning Differences

In order to provide the greatest opportunity for student success, Keystone College accepts only those students who have developed the compensatory skills necessary to perform at a satisfactory level using the College's current array of support services. Keystone does not have a comprehensive support program specifically targeted for students with learning differences. We encourage those students who have documented learning differences to disclose this information to their instructors as soon as possible.

Transferring Credits to Keystone College

Coursework completed at another regionally accredited institution, credits earned through advanced placement, and credits earned by assessment may be applied toward a Keystone College degree. The following conditions apply:

1. Transfer students are required to complete Keystone's core and distribution requirements, as well as those of the major. These requirements may be met through Keystone coursework or through reasonable substitution of transferred credit determined through transcript evaluation or articulation agreements. Students with an associate and/or bachelor's degree from a regionally accredited institution may be exempted from some core courses as deemed by the registrar.
2. Up to 32 credits may be applied for students seeking an associate degree and up to 75 credits may be applied for students seeking a bachelor's degree. **Students who have already earned a bachelor's degree may apply up to 90 credits toward another bachelor's degree.**
3. The final 32 credits earned toward a degree cannot include more than 9 credits earned through transfer of credits from another institution.
4. Transfer credit will not be awarded if the grade earned is lower than a "C."
5. Grades of "P" or "S" are not accepted for credit.
6. Transfer credit for a course taken ten or more years prior to the request is generally not given. Exceptions will be made only with the approval of the Registrar with input from the appropriate academic division chairperson. Requests for exception to the ten-year rule should be made to the Registrar.
7. Quality points and transfer credits are not included in the student's grade point average at Keystone.
8. A Keystone student who wishes to take courses at another institution

and transfer them back to Keystone should consult with the Office of the Registrar prior to enrolling to ensure that the credits will transfer.

Articulation Agreements for Students Transferring to Keystone College

Keystone College has entered into articulation agreements with Bucks County Community College, Corning Community College, Lackawanna College, Luzerne County Community College, and Northampton Area Community College for the transfer of their graduates, in related majors, to Keystone's baccalaureate degree programs. These agreements normally grant junior status to students and usually enable completion of the bachelor's degree within four regular semesters as full-time students. Details of these agreements are available in the Office of Admissions and on the College Web site.

Advanced Placement

Special advanced coursework completed in high school, which is treated as transfer work, may receive college credit and be applied toward a Keystone College degree. An examination of the College Entrance Examination Board (CEEB) Advanced Placement Program must be taken and a score of 3 or higher obtained. A score of 2 may receive credit with appropriate faculty member approval.

College-Level Examination Program (CLEP)

Examinations of the College-Level Examination Program (CLEP) will be treated as credit by examination. Credit will be awarded only for successful completion of assessments that cover the same material as covered in subjects that are offered at Keystone College. Consult the Registrar prior to taking CLEP examinations for credit with appropriate faculty member approval.

Correspondence Course

Courses taken by correspondence through an accredited college or university program will be treated as transfer credit. Credit for other types of correspondence courses may be earned by special examination. A petition may be filed with the dean of the college.

Prior Learning Assessment (PLA)

Prior Learning Assessment is a way for a student to document learning acquired outside of a college classroom and for evaluating that learning as a way to earn college credit. This process recognizes many ways in which learning can occur and avoids duplication of learning experiences for which a student can demonstrate knowledge and competence. The breadth and depth of experiential learning activities can be illustrated through information provided in a portfolio. The portfolio includes documentation of knowledge gained and competencies acquired as a result of the experiences. The PLA portfolio will identify that the learning is publicly verifiable, of college-level quality, theoretically based, generally applicable beyond the situation in which it was learned, and related to the student's academic

goals and degree program.

After attending a required introductory PLA workshop, the student will submit an application of intent to a faculty adviser. The adviser will secure the most appropriate faculty evaluator for the student. The student must then submit an application for portfolio review and portfolio to the faculty evaluator within the semester, have experience in the field in which he or she is attempting to gain credit by PLA, and pay all fees associated with the evaluation and credit award. A student may earn a maximum of 32 credits toward an associate degree or 64 credits toward a bachelor's degree through PLA. The transcription of PLA credits will occur upon the student's completion of 15 credits earned at Keystone, with a minimum GPA of 2.00. All PLA credits must be completed and transcribed prior to registering for GRAD 101 or 201. The mandatory introductory workshop fee is \$10, and the credit posting fee is \$50 per credit.

ACT 120

Keystone College has established an agreement with various law enforcement agencies of the Commonwealth of Pennsylvania to award college credit for the completion of the ACT 120 program. The individual agreements and course/credit equivalents, based upon hours completed, are listed below.

480 Hours CJ 102 CJ 110 IDS 101 PHED 105 14 Credits*	580 Hours CJ 102 CJ 110 IDS 101 COMM 107 PHED 105 17 Credits*	760 Hours CJ 102 CJ 110 IDS 101 COMM 107 PHED 105 Curriculum Elective 20 Credits*
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*Credit for CJ 223 may be awarded based on evaluation of Prior Learning Assessment.

International Students

International students are invited to pursue full-time college studies leading to an associate or baccalaureate degree. A minimum 550 TOEFL (213 CBT) score is required for full-time admission to Keystone College degree programs. Students who are offered admission to Keystone College with a TOEFL score between 500 (173 CBT) and 550 (213 CBT) will be **required** to enroll in the ESL Bridge Program by taking ESL 101 and ESL 102 during their first semester. In addition, these students would enroll in DVED 108 - Critical and Analytical Reading along with two other academic courses during the first semester.

International students comprise 5 percent of Keystone's student

population. Keystone College is committed to an internationalized campus sensitive to all aspects of cultural diversity.

Office of Multicultural Affairs

The Office of Multicultural Affairs serves as a resource center for all students of all backgrounds. It also provides year-round support for international students. There is a World Friendship Club that provides a focus for Keystone students from the United States to work together with international students on environmental, social service, and fun projects throughout the semester.

Keystone College strongly believes that significant language and intercultural learning occurs in informal as well as academic situations. Consequently, the Office of Multicultural Affairs sponsors several campus events that have an international focus.

The Office of Multicultural Affairs:

- assists each student with academic advising and immigration issues;
- provides an International Student Orientation at the beginning of each semester;
- oversees the World Friendship Club;
- provides support for full-time, international students enrolled in degree courses;
- organizes activities for international students in the community and on campus.

Visa Requirements

Keystone College is authorized to issue I-20 forms (Certificates of Eligibility) through SEVIS for full-time degree programs. The Office of Multicultural Affairs will issue an I-20 to accepted students only after the College receives a \$200 enrollment deposit, refundable if the student does not secure the I-20. After receiving a student visa (F-1) from an American Embassy or Consulate, students may enter the United States for the approved program period.

Campus Housing and Meal Plans

International students are required to live on campus during their first semester of study in order to enhance their social experience while in the United States. On-campus housing ranges from traditional residence halls to suite-style living. Keystone offers a separate residence hall for women and coeducational halls with large and small occupancies.

Keystone offers a 19-meal-per-week plan, which includes breakfast, lunch, and dinner. A variety of meal choices is available each day, along with casual dining in our student lounge and deli cafe located in the Hibbard Campus Center.

Fees for Full-Time International Students

Fees for full-time international students are the same as those for any full-

time student. Please see the section on full-time fees beginning on page 26 of this catalog. Information on making financial arrangements may be found on page 30.

Scholarships for Full-Time International Students

Keystone College awards merit scholarships based on academic performance. Students should submit a completed application for admission as early as possible in order to qualify and receive a merit scholarship. International students are responsible for all costs associated with housing, meal plans, personal expenses, fees, and tuition balances not covered by merit scholarships. See “Scholarships and Awards” on page 44.

Summer Sessions

Keystone offers two five-week summer sessions during which an extensive selection of courses is offered. The two summer sessions have been designed to benefit a wide audience including high school seniors and graduates wishing to get a head start on college work, and undergraduates desiring to accelerate progress toward a degree, remedy academic deficiencies, or ease some of the pressure of the regular scholastic term. Summer sessions are also helpful for adults interested in professional advancement or expanding their areas of knowledge.

Weekender

General Information

One vehicle by which part-time students may receive academic credits is the Keystone College Weekender schedule. Weekender was established in 1975 for students who wish to pursue an associate or bachelor's degree while maintaining a job, family, and social responsibilities. Classes are held on six weekends, every second or third weekend, during each four-month trimester.

Three terms are held per year beginning in September, January, and May. Students may attend each trimester or choose those which are best suited to their needs and responsibilities. Students receiving financial assistance should refer to the academic progress requirements on page 42 and speak with a financial assistance and planning staff member before determining whether to take courses in a given trimester. Students should schedule an informational interview with the appropriate Weekender Coordinator before starting Weekender.

Weekender is designed to allow students to earn an associate degree in as little as two and two-thirds years by taking three courses per trimester. A baccalaureate degree can be earned in as little as five years if students take three courses each trimester.

Students attending Weekender receive a minimum of six hours of classroom instruction per course each weekend that classes are held. Classes are scheduled from Friday evening through Sunday afternoon. No classes are held on

Saturday night.

The requirement of Developmental Education (DVED) 108 - Critical and Analytical Reading is waived for students who enter Keystone College in the Weekender schedule.

All courses and curricula require sufficient enrollment to be offered.

Majors Available

La Plume Weekender

Bachelor's Degrees

- *Accounting
- *Business
- *Criminal Justice
- *Early Childhood Education
- *Elementary Education
- *Information Technology
- *Communication Arts/Humanities
- *Teaching: Child and Society (non-certification program)

Associate Degrees

- *Accounting
- *Business Administration
- *Communications
- *Criminal Justice
- *Early Childhood Education
- *Information Technology
- *Liberal Studies
- *Liberal Studies: Education

Certificate Programs

- *Human Resource Management
- *Microsoft® Certified Systems Engineer
- *Microsoft® Certified Systems Administrator

Post Baccalaureate Certificate Programs

- *Early Childhood Education
- *Elementary Education

Towanda Weekender

Bachelor's Degrees

- *Accounting
- *Business
- *Criminal Justice
- *Early Childhood Education
- *Elementary Education

*Teaching: Child and Society (non-certification program)

Associate Degrees

- *Accounting
- *Business Administration
- *Criminal Justice
- *Early Childhood Education
- *Liberal Studies
- *Liberal Studies: Education

Certificate Programs

- *Human Resource Management

Post Baccalaureate Certificate Programs

- *Early Childhood Education
- *Elementary Education

Students in either Weekender schedule can pursue any other Keystone degree by taking a mix of classes in the Weekender and traditional day and evening schedules on the La Plume campus.

Tuition and Fees

Full-Time Tuition and Room and Board

	Resident (per semester)	Commuter (per semester)	Resident (per academic year)	Commuter (per academic year)
Tuition*	\$7,473.00	\$7,473.00	\$14,946.00	\$14,946.00
Room and Board**	\$4,055.00	***	\$ 8,110.00	***

- * Full-time tuition covers 12-20.5 credits per semester. This tuition does not cover summer sessions or intersessions. Credits in excess of 20.5 per semester incur charges at the current per credit rate.
- **Room and Board based on double room rate in all residence halls, and the 19 meals per week board plans.
- ***Optional commuter meals plans available.

Resident Student Board Plans

19 meal plan (includes 100 KC\$ Dining Dollars)	\$1,905.00
14 meal plan (includes 100 KC\$ Dining Dollars)	\$1,855.00
10 meal plan (includes 200 KC\$ Dining Dollars)	\$1,855.00

All resident students must participate in a meal plan.

*First-year students are required to have the 19 meal per week meal plan; upper classmen may choose between the 19 meal plan and 14 meal plans. Seniors only may choose the 10 meal plan.

Commuter Student Meal Plans

5 Square plan (includes 75 meals per semester, 100 KC\$ Dining Dollars)	\$525.00
On the Move (includes 30 meals per semester, 100 KC\$ Dining Dollars)	\$285.00

Commuter meal plans are available to both full-time and part-time commuter students.

Additional Fees

- Non-Refundable Advance Deposit:** Keystone requires students to pay an advance deposit as a sign of firm intent to attend the College. For resident students, the advance deposit is \$200 and for commuting students, it is \$100. This deposit is applied toward tuition, fees, and/or room and board charges when the student enrolls.
- Deposit:** Keystone requires students to pay a non-refundable advance deposit as a sign of firm intent to attend the College. New resident students pay a \$200 non-refundable enrollment deposit, and for new commuting students, it is \$100. This deposit is applied toward tuition, fees, and/or room and board charges when the student enrolls. Returning resident students are required to pay a \$350 non-refundable advance deposit each year to participate in room selection and

course selection for the upcoming academic year. Returning commuting students are required to pay a \$100 non-refundable advance deposit each year to participate in course selection for the upcoming academic year. The College reserves the right to accept deposits only from returning students whose student account is in good financial standing.

Security Deposit: Each resident student is required to pay a security deposit of \$200 per year. This deposit is applied toward damage charges that may be billed to the student. The unused portion of the security deposit is refunded.

Telephone Deposit: Each resident student is required to pay a \$100 deposit, per academic year, as security. The unused portion of the telephone deposit is refundable.

Health Insurance: All full-time students must have health insurance. Proof of covered health insurance must be presented to the Health Services Office each year. The proof of appropriate coverage must be submitted to the Health Services Office PRIOR to the beginning of classes. The cost of the insurance obtained through the College depends on the rate charged by the carrier for that year. All full-time students must submit this insurance information each academic year. Students who do not show proof of insurance prior to the start of classes will not receive any refunds from the Business Office.

Required Fees

Application Fee: \$25 - The application fee is used to defray costs of processing an applicant's credentials for admission to the College.

New Student Orientation (NSO) Program Fee: \$100 - The NSO program fee helps defray the cost of expenses incurred during the multi-day Keystone Compass program.

Registration Fee: \$180 - The one-time registration fee is charged at the beginning of the student's first term at the College. This fee helps pay the expenses for the student's initial Mapping Day and the registration process necessary at the beginning of each term.

All of the following expenses apply to a semester. To determine the cost of the entire academic year, multiply the appropriate number by two.

Activities Fee: \$120 - The activities fee helps to support the extracurricular activities of the student body. This fee covers costs of operating expenses for student government and clubs, publication of the yearbook, special student services such as trips and excursions, and the purchase of new equipment to improve the overall activities at the College.

Health Fee: \$50 - The health fee is used to defray the expenses incurred in maintaining the Health Services Office. This fee is separate from, and should not be confused with, the cost of a student's health insurance if purchased through the College.

Technology Fee: \$150 - The technology fee is used to provide students with enhanced services such as, but not limited to, telecommunications, computer

network connectivity, personal e-mail address with web access, the Blackboard Learning solution, multimedia equipped classrooms, computer labs offering the latest software from Microsoft® and other vendors, campus-wide Internet access, and campus-wide library references material access.

Books and Supplies: \$650 - The estimated cost of books and supplies for a full-time student is \$650 per semester. However, costs vary according to major.

Part-Time Tuition and Fees for the Traditional Schedule

General College Fee	\$ 50 per term
Tuition	\$325 per credit
Co-Op/Internship Tuition Fee	\$350 per credit
Technology Fee	\$ 25 per semester
Activities Fee	\$ 10 per semester

Part-Time Tuition and Fees for the Weekender Schedule

Application Fee	\$ 25
General College Fee	\$ 50 per term
Tuition	\$325 per credit
Co-Op/Internship Tuition Fee	\$350 per credit
Technology Fee	\$ 25 per trimester
Activities Fee	\$ 10 per trimester

Weekender students taking the maximum number of credits offered at their campus location will be charged at the per credit rate up to 13 credits. Weekender students taking more than 13 credits and up to 20.5 credits will be charged the comprehensive tuition charge of \$7,473.00. Financial aid will be based on their cost of attendance. Only Weekender credits are eligible for Weekender discounts.

Required Fees - Part-Time Students

The required fees are charged each semester/trimester to all part-time students attending classes in either the traditional or weekender sessions at the La Plume campus, and in all sessions at the Towanda Center.

General College Fee: \$50 - The general college fee is used to maintain and upgrade facilities used by the students while they attend Keystone.

Activities Fees: \$10 - The activities fee helps to support the extracurricular activities of the student body. This fee is charged each semester/trimester and covers costs of concert and lecture series, films, operating expenses for student government and clubs, publication of the yearbook and student newspaper, special student services, such as trips and excursions, and the purchase of new equipment to improve the overall activities program at the College.

Technology Fee: The technology fee is used to provide students with enhanced services such as, but not limited to, telecommunications, computer network connectivity, personal e-mail address with web access, the Blackboard

Learning solution, multimedia equipped classrooms, computer labs offering the latest software from Microsoft® and other vendors, campus-wide Internet access, and campus-wide library references material access.

Towanda Center Tuition and Fees

Part-Time Tuition and Fees

Tuition	\$350 per credit
Activities Fee	\$10 per term
General College Fee	\$50 per term
Co-Op/Internship Tuition Fee	\$350 per credit
Technology Fee	\$25 per term

Full-Time Tuition and Fees

Tuition	\$7,473 per semester
Activities Fee	\$10 per term
General College Fee	\$50 per term
Technology Fee	\$25 per term

*Towanda Center students will be charged at the per credit rate up to 13 credits per semester. *Towanda Center students taking more than 13 credits and up to 20.5 credits per semester will be charged the full-time comprehensive tuition charge of \$7,473.00. Part-time fees apply to all students taking classes exclusively at the Towanda Center.*

Financial aid will be based on the cost of attendance. Students billed at the part-time rate are not eligible for institutional grants; however, students taking more than 6 credits may be eligible for a Towanda Center discount.

Miscellaneous Fees

The College also levies charges for special situations. (These may apply to full- and part-time students.) These are listed below.

	Cost	Special Considerations
Administrative Withdrawal	\$ 25	Student does not submit forms when dropping/adding class(es)
Change of Schedule	\$ 10	After first 10 days of semester
Course Audit	\$175/credit	See page 71 of this catalog
Credit by Assessment	\$ 75/course	See page 71 of this catalog
Transcript	\$ 5	See page 76 of this catalog
Vehicle Registration	\$ 25/semester	Parking a vehicle on campus
Late Registration	\$ 25	Registration after scheduled registration period has ended

Certification Testing Fee	\$125/course module	Microsoft MCSA, MCSE programs, Cisco programs
Housing Assignment Change Fee	\$25/request	Student requests a change of housing assignment in the residence halls.

Course Lab or Supplies Fee: Some courses entail special services or use supplies for which fees are assessed. Most art studio courses require a modeling and/or supply fee; most courses in culinary arts, early childhood, hospitality, or science require a supply fee; most courses involving computer usage require a supply fee; and some physical education activities require a fee to cover special costs incurred. These fees vary from course to course; see course descriptions beginning on page 276 for specific fees.

Graduation Fee: \$150 - This fee helps to defray the cost of evaluating the student's academic record to determine eligibility for graduation, purchasing the student's graduation cap and gown, ordering the student's diploma, and providing the commencement program and the graduate reception. Students who are excused from attending graduation by the President of the College will receive their diplomas in the mail and may request that their caps and gowns be mailed if they wish. (There is no reduction in the fee for graduates who do not attend commencement.)

The Trustees of the College reserve the right to change fees whenever such action is deemed advisable. Every effort will be made to notify students and parents well in advance of any major changes in cost.

Student Invoices/Class Schedules

The Office of Student Business Services, located on the first floor of Ward Hall, is responsible for billing and collection of all tuition and fees.

The annual billing cycle for a student taking classes in the traditional schedule is based on two semesters beginning in August and January of each academic year. Students taking classes in the Weekender schedule have a billing cycle based on trimesters beginning in September, January, and May of each academic year.

Instruction for payment of semester/trimester/program bills is sent by mail to all registered students, with due dates indicated. Fall semester bills are sent the second week of June for registered students, and weekly thereafter, depending on the date of registration. Spring semester bills are sent the second week in November for registered students, and weekly thereafter. Students who do not receive a semester bill should promptly notify the Office of Student Business Services by calling (570) 945-8375 or by e-mailing StudentAccounts@keystone.edu.

It is the student's responsibility to obtain, complete, and return the

Financial Responsibility Agreement prior to the beginning of each academic year at Keystone College. Any outstanding balance which remains on a student's account after deduction of financial aid, grants, scholarships, and loans should be paid in accordance with the billing instructions. A specific due date is publicized on billing statements. Following registration, a monthly statement will be sent to each student's home address, generally the second week of the month. This statement will show any outstanding balance, as well as charges incurred for that month, due upon receipt. In addition, for all balances not paid in full when due, the student is responsible for all costs incurred by the College to collect such debt. This may include, but is not limited to, collection costs, litigation/attorney fees, and court costs.

Students who are unable to pay in full by the stipulated time may contact the Office of Student Business Services prior to the bill's due date to review the College's payment plan options.

Payment of the term bill may be made in person or by mail. Checks or money orders should be made payable to Keystone College. The College also accepts VISA, MasterCard, Discover, and American Express credit cards. Cash should not be sent through the mail.

Students wishing to wire transfer their payment to the College should use the following account information:

PNC Bank

ABA # 031300012

Scranton, PA 18501

For further credit to Keystone College Account # 9009700944

A \$15 charge for each wire transfer will be reflected on the student's account as a "bank charge."

Questions relating to any charge appearing on a monthly billing statement should be brought to the attention of the Office of Student Business Services within five days of receipt of the billing statement.

The full payment of each term's bill is a prerequisite for official enrollment for the term, for registration in a new semester, for retention of on-campus housing, for receipt of credit for coursework, for participation in commencement exercises, and for issuance of grade reports and transcripts.

Returned Checks

A service charge of \$25 is assessed to the student's account if a check presented for payment is returned to the College as uncollectible.

Financial Clearance

A student's final registration is activated by full payment and/or a financial aid award letter, and a completed Financial Responsibility Agreement. Activation

of registration will not take place if there are restrictions (“holds”) placed on the student’s records because of failure to meet outstanding obligations.

The College reserves the right to terminate the registration of a student who has an outstanding financial obligation to the College, after sufficient notice has been given to the student. The College reserves the right to hold transcripts and diplomas as a result of nonpayment of obligations and to forward delinquent accounts to collection agencies and to levy a collection fee. Holds are removed upon satisfaction of the outstanding obligation. The terminated student may petition for reinstatement of enrollment by satisfying the indebtedness to the College and paying the \$50 reinstatement fee. The College does not guarantee that the previous course selections will be available upon reinstatement.

The privileges of registration, advance registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the College. Obligations may take the form of unpaid monies, unreturned or damaged library books and equipment, parking fines, other charges for which a student may become legally indebted to the College, and failure to meet immunization requirements or to comply with disciplinary sanctions or administrative actions.

Withdrawals, Refunds, and Credits

Withdrawing from or dropping a course may adversely affect a student’s financial aid eligibility. All students should speak with a member of the Financial Assistance and Planning Office prior to withdrawing from or dropping a course.

A student seeking to withdraw from the College during a semester must schedule an appointment with the Retention Assistant to complete an exit interview and begin the withdrawal process. **Merely notifying an instructor or academic adviser is not sufficient.** Once a withdrawal is authorized by the dean of the college, tuition refunds will be made as outlined below.

A student in the Weekender schedule seeking to withdraw from Keystone College during a trimester must submit written notice of withdrawal to the Assistant Director of Adult Admissions or the Towanda Center Coordinator. **Merely notifying an instructor or academic adviser is not sufficient.** Tuition refunds will be calculated according to a percent of payment period completed when a withdrawal is authorized. Upon completion of the refund process any outstanding balance due to Keystone College is the responsibility of the withdrawing student. Contact the Student Business Services Office with any questions.

A student who leaves the College due to dismissal for disciplinary reasons is not entitled to any refund. No credits on any charges will be made to students who have been suspended or expelled from the residence halls and/or the College. *Room charges are not refunded at any time, and board credits are prorated as of the end of the calendar week of withdrawal.*

Refund Policy

If a student completes the official withdrawal process before the first day of classes for the payment period, Keystone College will refund 100% of all tuition, lab fee(s), activities fee, health fee, technology fee, and room and board charges. Keystone College will return all respective Title IV awarded monies, in full, to the appropriate program accounts.

When a student withdraws on or after the first day of classes, Keystone College will refund the difference between any amount paid toward tuition and board charges (which includes financial aid payments) and the amount of charges retained on the student's account for the period of the student's attendance. The charges retained on the student's account are in accordance with the return of Title IV Refunds Policy, as directed by federal regulations.

A student who withdraws on or before the 60% point of time in the period of enrollment, for which the student has been charged, is only eligible to receive the amount of Title IV Federal Aid earned during his or her actual enrollment. Keystone College must, per federal regulations, calculate a refund of Title IV Federal Aid to be returned under the federal refund calculation. Refunds of tuition and board, if applicable, for students as a result of an official withdrawal will be made according to the appropriate tuition refund schedule. These schedules are listed further in this section.

The room charge is not refundable due to a withdrawal; however, board is prorated as of the end of the calendar week of withdrawal. Institutional fees are not refunded. An unofficial withdrawal will be calculated at a maximum refund of 50%.

The date used to calculate the refund is the official withdrawal date as determined by Keystone College. **Backdating withdrawal dates is not permissible.**

After the last day to add classes, no reduction is granted to a student who withdraws from one or more courses but remains registered in others. No adjustment is made from full-time to part-time status after the add deadline.

The Title IV portion of the refund will be distributed to the Title IV programs, up to the full amount received from each program for the enrollment period in question. Title IV funds are returned to the appropriate accounts in the following order:

1. Federal Unsubsidized Loans
2. Federal Subsidized Loans
3. Federal Perkins Loans
4. Federal Parent Plus Loans
5. Federal Pell Grants
6. Federal SEOG
7. Other Title IV Programs

Written examples of the applications of these refund policies are available, upon request, from the Financial Assistance and Planning Office.

Tuition Refund Schedules

Traditional Fall and Spring Semesters

<i>Segment of Spring Semester</i>	<i>Refund</i>
Prior to the start of classes.....	100%
Up to the end of the first week	90%
Up to the end of the second week.....	75%
Up to the end of the third week.....	60%
Up to the end of the fourth week.....	45%
Up to the end of the fifth week.....	25%
Beyond the fifth week	No Refund

Weekender Trimesters

<i>Segment of Trimester</i>	<i>Refund</i>
Start of Weekender #1 to the start of Weekender #2.....	75%
Start of Weekender #2 to the start of Weekender #3.....	50%
After the start of Weekender #3	No Refund

Summer Sessions I and II

<i>Segment of Session</i>	<i>Refund</i>
Up to the end of the first week	50%
Beyond the first week	No Refund

Financial Assistance and Planning

Eligibility and Deadlines

Keystone College is committed to helping as many eligible students as possible earn their degrees at our institution. To achieve this goal, Keystone has established a broad and effective financial aid assistance program. In cooperation with various federal and state agencies, and drawing substantially upon its own resources, Keystone makes a combination of grants, loans, work-study opportunities, scholarships, and awards available to its students.

The Free Application for Federal Student Aid (FAFSA) may be obtained from the student’s high school guidance office or from the Financial Assistance and Planning Office at Keystone. Further information regarding financial aid may be obtained by calling (570) 945-8134 or 1-800-824-2764, option 2, or by writing to: Financial Assistance and Planning Office, Keystone College, One College Green, La Plume, PA 18440-1099, or by e-mailing: financialaid@keystone.edu.

Eligibility

To be eligible for financial assistance, full-time students must demonstrate need and must be enrolled in a minimum of 12 semester hours. The amount of need is determined by filing the Free Application for Federal Student Aid (FAFSA).

Residents of Pennsylvania also are expected to apply for the Pennsylvania State Grant by filing the FAFSA before May 1, the state grant deadline. April 1 is the priority deadline for Pennsylvania residents. International students are not eligible for state and/or federal financial programs. However, Keystone does offer institutional financial aid to selected international students. Please contact the Financial Assistance and Planning Office for details.

Early Admission and Home-Schooled Students

Early admission students (high school seniors who have not yet graduated from high school) and home-schooled students must successfully pass an ability-to-benefit test (ABT) to establish eligibility for federal and institutional financial aid. The Pennsylvania Higher Education Assistance Agency (PHEAA) does not allow the ABT to substitute for a high school diploma or GED. Therefore, early admission students and home-schooled students will not be eligible for PHEAA state grants until they actually have their high school diplomas or GED certificates. Please contact the Financial Assistance and Planning Office for the ABT and cost information.

Deadlines

It is recommended that all students who wish to be considered for financial assistance file their FAFSA by April 1, Keystone's priority deadline.

Applications received after this date will be processed as funds are available. Keystone's Federal School Code is 003280.

Financial Assistance Program Descriptions

Federal Aid Programs

Students must meet the following requirements to be considered for any of the federal financial aid programs:

- *Must have a high school diploma or GED
- *Must be enrolled as a matriculating student in an eligible degree program or a certificate program
- *Must be a U.S. citizen or eligible non-citizen
- *Must maintain satisfactory academic progress
- *Must not already hold a bachelor's degree (this requirement does not apply to the Stafford, Federal Work Study, or Perkins Loan program)
- *If required, must be registered with Selective Service
- *Must not owe any refund on Federal Aid and not be in default on Federal education loans
- *Must not have been convicted of any illegal drug offense that would make you ineligible for Federal Aid.

Federal Pell Grant

The federal Pell Grant is considered to be the foundation of financial aid. Eligibility for this program is determined before aid from other sources (federal and non-federal) is awarded. The Pell Grant does not have to be paid back, unlike loans. Awards are made according to the EFC calculated for the student. The Pell Grant for the 2006-2007 academic year (July 1, 2006 to June 30, 2007) maximum award is \$4,050. The amount you receive will depend not only on your demonstrated financial need, but also on your costs to attend Keystone College, your status as a full-time or part-time student, and your plans to attend Keystone College for a full year or less.

Supplemental Educational Opportunity Grant (SEOG)

The Supplemental Educational Opportunity Grant or SEOG is a grant awarded to students with exceptional financial need. Students who are Pell Grant eligible with the lowest EFCs will be the first to receive SEOGs, which do not have to be paid back. Keystone College bases its SEOG awards on the EFC, demonstrated financial need, and funding available in the program.

Federal Carl D. Perkins Loan

The Carl D. Perkins Loan is a low interest (5%) loan that is administered by Keystone College for students who demonstrate financial need. This loan is made through the Financial Assistance and Planning Office. Keystone College is the lender and the loan is made with federal funding. You must repay this loan. Repayment begins nine months after graduation, withdrawal, or change to less than half-time status. Interest accrues in the student's name beginning in the tenth month after the student ceases to be enrolled on at least a half time basis. The maximum repayment schedule is ten years.

Federal Stafford Student Loan

Stafford Student Loans are available to students enrolled at least half time (at least 6 credits) in their program of study. In order to determine eligibility for federal interest subsidy, all applicants must file the FAFSA. Additionally, a student must complete a Master Promissory Note (MPN) if they have never received a Stafford loan previously and the student must receive Entrance Loan Counseling, which will be discussed later. If you have financial need remaining after your EFC, the amount of any federal Pell Grant, the amount of any state grant assistance, and aid from all other sources are subtracted from your cost of attendance, you can borrow a "subsidized" Stafford Loan to cover some or all of the remaining need. If you are eligible for a subsidized loan, the government will pay the interest while you are in school, for the first six months after you leave school, and when you qualify to have your payments deferred.

Depending on your financial need, you may borrow subsidized loan money for up to the annual loan limit for your grade level in school.

You might also be able to borrow loan funds beyond your subsidized loan

amount or even if you do not have any demonstrated need. Keystone College will subtract the total amount of your other aid, if any, from your cost of attendance to determine the amount for an unsubsidized loan. Unlike the subsidized loan, you are responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. You can choose to pay the interest or allow it to accumulate and be capitalized (that is, added to the principle amount of your loan).

You can receive a subsidized loan and an unsubsidized loan for the same enrollment period as long as the loans do not exceed the annual loan limit or your cost of attendance.

Annual loan limits are determined by grade level and if a student is dependent or independent. These limits are as of January 2006.

Dependent Student Loan Limits are:

- \$2,625 for a Freshman (0 to 29 credits completed)
- \$3,500 for a Sophomore (30 to 59 credits completed)
- \$5,500 for a Junior and/or Senior (60 credits complete or more)

Independent Student Loan Limits are:

- \$6,625 for a Freshman (0 to 29 credits completed) and at least \$4,000 of this amount must be in unsubsidized loans
- \$7,500 for a Sophomore (30 to 59 credits completed) and at least \$4,000 of this amount must be in unsubsidized loans
- \$10,500 for a Junior and/or Senior (60 completed credits or more) and at least \$5,000 of this amount must be in unsubsidized loans.

Loan proceeds are sent directly to the Student Business Services Office at Keystone College and will be credited to a student's account. Two disbursements will be made for each approved loan. If disbursed by check, proceeds cannot be credited to the account until the student endorses the check. Students will be notified when the check or EFT has arrived or the loan has been disbursed to the account.

Keystone College participates with some lenders in the Electronic Funds Transfer (EFT) of Stafford and/or Plus loans, thereby eliminating the disbursement of loan checks and the need for borrower endorsement.

Entrance/Exit Interview Requirement for Stafford and Perkins Borrowers

The Higher Education Amendments of 1986 stipulates that schools must conduct entrance and exit interviews for all students borrowing from the Stafford and Perkins Loan programs.

Entrance interviews are conducted prior to the certification and crediting of the student's first loan. These interviews are intended to give new student loan borrowers pertinent information about the terms and conditions of the loan, the borrower's responsibilities, and the importance of meeting repayment obligations. During entrance interview counseling, students will also receive sample repayment tables that can be used to estimate monthly payments and information on when loan repayment begins.

Prior to graduation or upon withdrawal from the College, all Stafford and

Perkins borrowers must attend an exit interview. Exit interviews are designed to prepare the student loan borrower for repayment. During the interview, the borrower will receive information on repayment options, consequences of default, deferments, loan consolidation, and communication with the lender and/or loan servicer.

To satisfy the entrance interview requirement, Keystone College conducts entrance loan counseling sessions at all New Student Orientations. A borrower may also complete this requirement on-line through the internet at www.aesuccess.org and click on Entrance Loan Counseling. Be sure to select Keystone College from the list of participating schools. Read and complete all required information. You may also complete your exit loan interview on-line at the same Web site. Exit loan counseling sessions are conducted each semester. The Financial Assistance and Planning Office receives a list each semester of those students eligible for graduation, which we use to contact each graduate to attend. Those students who withdraw will see their counselor as they come around with the withdrawal form and receive their counseling.

Work Study

Keystone College is proud to provide two types of work study. The first is the Federal work study program which is need-based. As the Financial Assistance and Planning Office prepares your financial assistance package, if there is need available, a student will receive an estimated federal work study award in the package. The second type is the Keystone work study that is funded solely by Keystone College. If a student does not have any available need, they will be awarded an estimated Keystone work study amount. Please keep in mind that even though a work study award is included in your financial assistance package, there is not a guarantee for employment. There are a variety of jobs available to students with various hours and responsibilities. Job descriptions can be viewed by making an appointment with the Coordinator of Student Employment who is located in the Financial Assistance and Planning Office.

Work study awards do not get credited to a student's account. It is a job that the student will receive a paycheck for bi-weekly that can be used to cover educational and/or personal expenses while enrolled at least half time.

All students who are new to the work study program must first document that they are eligible to work in the United States by completing the U.S. Department of Justice Form I-9. At the time they are completing the I-9 form, students must have two forms of identification with them. Acceptable forms of identification include: the student's drivers license and social security card; or birth certificate and drivers license; or social security card and student picture ID card.

Pennsylvania State Financial Aid Programs **PHEAA State Grant**

The Pennsylvania State Grant Program is administered by the Pennsylvania

Higher Education Assistance Agency (PHEAA) and provides grant assistance to undergraduate students enrolled in at least a two-year program and who are Pennsylvania residents. Students must be enrolled at least half time (at least 6 credits) in order to qualify for the program as well. Eligibility is determined by PHEAA, and awards range between \$200 and \$3,500. Recipients must also be high school graduates or have a Pennsylvania GED. Receipt of the PHEAA State Grant assistance may not exceed the equivalent of eight semesters of full time award for a four-year program or four semesters of full time award for a two-year program. The deadline for the 2006-2007 academic year is May 1, 2006.

Pennsylvania New Economy Technology Scholarship Program

Scholarships are awarded to students who are at least a sophomore and enrolled as a full-time student pursuing a bachelor's degree in an approved science or technology field at an approved institution. Scholarships provide up to \$3,000 per year based on the total educational costs (tuition, mandatory fees, room, board, and an allowance for books) to students who are enrolled full-time, for a maximum of three years. For additional information and criteria contact the Financial Assistance and Planning Office or PHEAA's Web site at www.pheaa.org or 1-800-692-7392.

State Work Study Program (SWSP)

The State Work Study Program, administered by PHEAA, provides eligible Pennsylvania students with opportunities to earn money for college education while working for a high tech or community development employer. Participating agencies include non-profit organizations, private businesses, and industry. Students must be enrolled in an eligible program of study to be considered. Applications and further information are available on PHEAA's Web site, which is www.pheaa.org.

Program Scholarships

Keystone College offers a variety of scholarships that are both need-based and program specific. That is to say that the scholarships are awarded to students in a particular major and have demonstrated need available. The scholarships are:

- *Professional Accounting Scholarship
- *Drisko Criminal Justice Scholarship
- *Information Technology Scholarship
- *Shoney's Culinary Arts Scholarship
- *Sports and Recreation Management Scholarship

Please refer to page 45 for a complete description of each scholarship.

Office of Vocational Rehabilitation (OVR)

OVR provides educational assistance to medically qualified students. When determining the amount of assistance, OVR requests information from the Financial Assistance and Planning Office pertaining to the student's eligibility for

state and federal grant assistance. To find out more about OVR requirements, contact the OVR representative in your area.

Veterans' Benefits

If you are an eligible veteran or dependent of an eligible veteran, you may be eligible for Veteran's Educational Benefits. For further information on the program, contact the Registrar's Office.

Financing Your Education at Keystone College

Keystone College provides several options to assist in covering the cost of education. Understandably, the financial assistance package developed may not cover the entire cost to attend. We understand and offer several options for payment.

Federal Parent Loan (PLUS)

PLUS loans are available to parents of dependent students to meet educational costs. Through the PLUS program, parents may borrow the difference between a student's cost of attendance less any financial aid.

Eligibility for a PLUS loan is based on credit-worthiness of the parent borrower. The interest rate is variable and will not exceed 9%. PLUS loan proceeds are sent in two disbursements and are made co-payable to the parent and to the school. If the parents has authorized EFT, loan proceeds will be credited directly to the student account and the parent will be notified. If the funds are issued by check, the Student Business Services Office will contact the parent borrower for endorsement and then credit the funds to the student account.

Tuition Management Systems (TMS)

Keystone College participates in the Tuition Management Systems (TMS) payment program. This program offers families the ability to make monthly payments while the student is in college. This eliminates the need to make lump sum payments prior to the beginning of each semester. Families can budget an amount not to exceed total yearly charges less any financial aid that will be received. No interest is charged by TMS, rather there is a one time minimal fee to participate each year.

You may contact the Student Accounts Office for more information or TMS directly. You may contact TMS at 1-800-722-4867 or through the internet at www.afford.com.

Alternative Loan Programs

Many programs are available through lending institutions to families in need

of additional funding for education. These alternative sources may be a lien of credit to cover educational costs for four years, a supplemental loan processed on a yearly basis, or a home equity loan.

In most cases, eligibility for supplemental loan programs is based on the personal credit history and financial circumstances of the student. Usually a debt-income analysis is performed to determine the applicant's ability to repay the loan. Some applicants may find they need a co-borrower to gain approval for a supplemental loan. For additional information on these programs, contact the Financial Assistance and Planning Office.

Payment/Aid Disbursement

Students receive a statement of account for each semester they are enrolled or plan to enroll. The statement reflects tuition, mandatory fees, room, and board. The statement will also include financial aid awards that are complete and/or have been received by the Student Business Services Office. Any balance due must be paid prior to the start of classes.

Summation of Discounts

Keystone College offers students a variety of College Funded Aid options, including the following awards and discounts.

Family of Graduate Award: In order to be eligible for this award, students must be a member of the immediate family (mother, father, children, stepchildren, grandchild, sister, or brother) of a bonafide graduate of Keystone College. This award allows for up to 25% tuition discount, which is renewable annually up to four years to new, first-time, full-time students. The Office of Admissions is responsible for determining the name of the graduate and coordinates with the Registrar's Office. The Registrar's Office certifies eligibility for this award, which is posted by the Financial Assistance and Planning Office.

Sibling Award: In order to be eligible for this award, both siblings must be enrolled at Keystone College simultaneously. Available to full- and part-time students, this award is prorated up to 10% of tuition and is renewable annually up to four years. Siblings are eligible for up to \$2000 tuition discount per year (up to \$1000 per sibling). The Office of Admissions is responsible for determining siblings and the Registrar's Office certifies eligibility. The Office of Financial Assistance and Planning posts this award.

High School Discount: In order to be eligible for this discount, students must be currently enrolled in high school or home school. Eligible students may receive a 50% tuition discount. Applicable only to summer school, this discount is available to part-time students only and is renewable. A high school transcript is required

and should be submitted to the Registrar's Office. The Registrar's Office certifies eligibility and space availability. The Student Business Services Office posts this discount.

Senior Discount: In order to be eligible for this discount, a student must be 55 years of age or older at the beginning of the semester. This award allows for a 50% tuition discount for full and part time students. Students must request this discount by providing appropriate ID showing age to the Registrar's Office. The Registrar's Office will certify eligibility and space. The Student Business Services Office applies this discount which takes effect only once age has been verified (this is not retroactively applied). A student receiving this award is not eligible for any other institutional grants or scholarships.

Tuition Discount for Graduates: In order to be eligible for this discount, students must have received a bachelor's degree from Keystone College and are taking six or less credits of personal enrichment courses (non-matriculating student-education certificates ineligible). This award allows for a 50% tuition only discount. The Registrar's Office certifies eligibility and space availability. The Student Business Services Office posts this discount.

Satisfactory Academic Progress Requirements

Federal regulations require that educational institutions measure students' progress toward a declared educational objective, both quantitatively and qualitatively.

In accordance to the above requirements, Keystone College has established the following standards to measure a student's academic progress for each academic year. These standards will be applied uniformly to all students when determining their eligibility for federal and/or Keystone College funds **regardless of whether the student previously received these funds.**

Maximum Semester of Aid Eligibility

The maximum time frame that a full-time baccalaureate student may take to complete the program of study at Keystone College is not to exceed 12 full semesters. A part-time baccalaureate student may not take more than 12 academic years to complete the program.

The maximum time frame that a full-time student seeking an associate degree from Keystone College has to complete the program is six semesters. A part-time student must complete the associate degree within five academic years. Students enrolled in an eligible certificate program should consult the Financial Assistance and Planning Office for the maximum time frame allowed for their program.

Students who change their majors are responsible for completing the degree

requirements within the time frame specified above.

PHEAA State Grant

PHEAA state grant recipients who received assistance as full-time students must complete a minimum of twenty-four (24) credits for every two terms of state grant assistance while those who received assistance as part-time students must complete a minimum of twelve (12) credits for every two terms of state grant assistance. This requirement must be met even if the state grant was received for attendance at another institution.

Credits - Quantitative Requirements

The federal regulation regarding Satisfactory Academic Progress stipulates that students must successfully complete a minimum number of credits per academic year based on their enrollment. The following is a breakdown of the requirement:

If a student is full time (12 or more credits per semester), the student must have completed at least 24 credits at the end of the academic year.

If a student is a three-quarter time (9 to 11 credits per semester), the student must complete at least 18 credits at the end of the academic year.

If a student is half time (6 to 8 credits per semester), the student must complete at least 12 credits at the end of the academic year.

Students whose enrollment status varies during the academic year or are in the Weekender Trimester program must earn a proportionate amount of credits.

Grade Point Average Requirements

In addition to the minimum number of credits to be completed each year, all students must maintain a minimum Grade Point Average (GPA) in order to continue to receive federal and Keystone College funding. Please keep in mind that the merit scholarships have certain GPA requirements each and students should refer to the College Catalog for those requirements. The following are the guidelines for minimum GPA requirements per academic grade level:

Year of Attendance	Semester	Total Credit Hours Completed	Minimum Cumulative GPA
First Year	1st	12	1.75
	2nd	24	1.75
Second Year	3rd	36	2.00
	4th	48 and above	2.00
Third Year	5th	60 and above	2.00
	6th	72 and above	2.00
Fourth Year	7th	84 and above	2.00
	8th	96 and above	2.00

Each additional semester must have a minimum of 12 credits completed with a minimum GPA of 2.00.

Prior Institutional Course Work

Course work completed at an institution attended prior to a student's initial enrollment at Keystone College will not be used to determine a student's academic progress in terms of federal or institutional financial assistance.

Incomplete Work and Withdrawals

Incomplete work in a course, resulting in an "I" on the grade report, will be counted toward the academic progress calculation. In addition, withdrawing from a course or a number of courses may affect a student's academic progress if the withdrawal causes a student to fall short of the minimum credits required for that term's academic progress requirement. Since financial aid assistance may have been previously awarded for the course(s) dropped, students may need to earn the credits at their own expense in order to make academic progress and remain eligible for financial aid assistance.

Scholarships and Awards

Merit Scholarships

Academic Excellence Scholarships: Awarded to full-time, first-year students who have achieved superior academic excellence in high school (valedictorian, salutatorian, etc.), students must be in the top 5% of their graduating class and achieve a minimum of 1100 on the SAT (24 composite score on ACT). The scholarship ranges from one-half to full tuition. Full-tuition scholarships will be applied after the PHEAA grant (if eligible) has been applied to the financial aid package. These scholarships are renewable upon full-time consecutive attendance and a minimum 3.00 GPA.

Presidential Scholarships: Keystone College offers Presidential Scholarships of up to \$7,000 per year. These scholarships are granted to full-time, first-year students based upon strong academic preparation in high school. Primary consideration is given to both high school academic record/rank and SAT/ACT scores. These scholarships are renewable annually if the student maintains full-time status and a minimum 2.75 GPA.

Trustee Scholarships: Keystone College offers Trustee Scholarships of up to \$6,000 per year to full-time, first-year students. The amount of the scholarship is based upon a combination of high school academic record/rank and SAT/ACT scores. These scholarships are renewable annually if the student maintains full-time status and a minimum 2.50 GPA.

Leadership Awards: Keystone College offers Leadership Awards of up to \$5,000 to recognize a full-time, first-year student's academic and extracurricular involvement while in high school and potential for academic success at Keystone. Selection is based upon information provided in the application file. The award is renewable annually if the student maintains full-time status and a minimum 2.00 GPA. A written confirmation from a club adviser of leadership involvement while at Keystone is also required for award renewal.

International Student Scholarships: Keystone offers merit-based scholarships to full-time, first-year international students up to \$3,500 per academic year. In addition to satisfactory academic progress in secondary school, non-English speaking students must have a minimum 500 TOEFL (173 computer-based) score to be eligible to receive a scholarship. These scholarships are renewable only if the student maintains full-time status and a minimum of a 2.50 GPA after two semesters of study.

International Student Scholarship for Currently Enrolled Students: To recognize the achievements of our full-time international students, Keystone College will offer merit scholarships of up to \$2,000 per year to those who have earned a minimum of 30 credit hours with a GPA of 2.75 at Keystone College or higher, and have not previously received a merit scholarship. This scholarship may not be combined with other merit scholarships awarded from Keystone College. The merit scholarship award of up to \$2,000 per academic year is offered for the remainder of their full-time studies at Keystone College.

Program Awards

Professional Accounting Scholarships: Students enrolled on a full-time basis in either the associate or bachelor's degree accounting program may be eligible to receive the Professional Accounting Scholarship ranging up to \$4,000 per academic year. This need-based scholarship is renewable annually for a student who maintains full-time status as an accounting major with a minimum 2.00 GPA.

Drinko Criminal Justice Scholarships: Students enrolled on a full-time basis in either the associate or bachelor's degree criminal justice program may be eligible to receive the Drinko Scholarship ranging up to \$4,000 per academic year. This award honors Dr. John Deaver Drinko, the prominent Cleveland attorney and philanthropist. This need-based scholarship is renewable annually for students who maintain full-time status as criminal justice majors with a minimum 2.00 GPA.

Information Technology Scholarships: First-year students enrolled on a full-time basis in the information technology bachelor's degree program may be eligible to receive the Information Technology Scholarship ranging up to \$4,000 per academic year. This scholarship is renewable for students who maintain full-time status as information technology students with a minimum 2.00 GPA. This scholarship does

not apply to students pursuing the MCSE certificate.

Shoney's Culinary Arts Scholarship: Students enrolled on a full-time basis in the culinary arts or hospitality programs may be eligible to receive the Shoney Scholarship ranging up to \$4,000 per academic year for two years. This award honors Alex Schoenbaum, the founder of Shoney's Restaurants U.S.A. This need-based scholarship is renewable annually for students who maintain full-time status as sport and recreation management majors with a minimum 2.00 GPA.

Transfer Scholarships

Transfer Presidential Scholarships: Keystone College offers Transfer Presidential Scholarships of up to \$4,000 per year. These scholarships are available to all full-time, degree-seeking students transferring to Keystone College from another accredited college or university. The student must have earned an associate degree at his/her previous institution and/or have earned a minimum of 60 credit hours with a minimum GPA of 3.00. This scholarship is renewable annually if the student maintains full-time academic status and a minimum 3.00 GPA.

Transfer Trustee Scholarships: Keystone College offers Transfer Trustee Scholarships of up to \$3,500 per year. These scholarships are available to all full-time, degree-seeking students transferring to Keystone College from another accredited college or university. The student must have earned an associate degree at his/her previous institution and/or have earned a minimum of 60 credit hours with a minimum GPA of 2.50. This scholarship is renewable annually if the student maintains full-time academic status and a minimum 2.50 GPA.

Transfer Leadership Scholarships: Keystone College offers Transfer Leadership Scholarships of up to \$3,000 per year. These scholarships are available to all full-time, degree-seeking students transferring to Keystone College from another accredited college or university. The students must have earned an associate degree at his/her previous institution and/or have earned a minimum of 60 credit hours with a minimum GPA of 2.00 and documented leadership role held at a previous institution. This scholarship is renewable annually if the student maintains full-time academic status and a minimum 2.00 GPA. A written confirmation from a club adviser of leadership involvement while at Keystone is also required for award renewal.

Local College Scholarships: Keystone College offers Local College Scholarships of \$500 per year to students who have earned an associates degree from either Lackawanna College or Luzerne County Community College with a minimum GPA of 2.00 and plan to pursue a bachelor's degree at Keystone College. The scholarship is renewable annually if the student maintains full-time status and earns a minimum of 2.00 GPA.

Phi Theta Kappa Scholarships: Keystone College offers Phi Theta Kappa

Scholarships of \$500 per year. These scholarships are available to all full-time, degree-seeking students transferring to Keystone College from another accredited college or university. The student must have earned an associate degree at his/her previous institution and/or have earned a minimum of 60 credit hours with a minimum GPA of 3.50 and be a documented member of Phi Theta Kappa. This scholarship may be combined with either the Transfer Presidential Scholarship or the Transfer Trustee Scholarship. This scholarship is renewable annually if the student maintains full-time academic status, a minimum 3.50 GPA, and active involvement in Phi Theta Kappa while at Keystone College.

Endowed and Annual Scholarships

Alperin Family Scholarship: This fund, established by members of the Alperin family, is awarded annually to sophomore, junior or senior students based on scholastic achievement and/or financial need, with preference given to children of employees of Alperin, Inc., Triple A Trouser Mfg., Mayflower Mfg. Co., Gold Star Mfg., Astro Warehousing, or Alpha Warehousing.

American Hotel and Lodging Association Scholarship: Awarded to full-time hotel and restaurant management second-year students who have achieved superior academic excellence after completing a minimum of 30 credits, this scholarship offers up to \$1,700 per academic year.

Professor Anita S. Appleton Scholarship: Established by contributions from alumni and friends in honor of retired Keystone College professor and honorary alumna, Anita S. Appleton '90H, this scholarship is annually awarded to a junior enrolled in Keystone College's accounting curriculum who has a minimum grade point average of 3.20 and the greatest financial need as determined by the College's Financial Assistance and Planning Office. The scholarship is renewable for a student's senior year based on continued excellent academic standing and financial need.

Constance Reynolds Belin Scholarship: Established in memory of Constance Reynolds Belin, a longtime friend, trustee, and benefactor of Keystone College, this scholarship is awarded annually to a deserving sophomore based on financial need and scholastic achievement.

Vladimir Bialkowski Memorial Scholarship: This scholarship was established in 1970 by Janet Bialkowski in memory of her husband. An annual scholarship is awarded to a student who exhibits interest and proficiency in music.

Dr. Edward G. Boehm, Jr., Appreciation Scholarship: Established by the Factoryville Women's Civic League in honor of Keystone College President, Dr.

Edward G. Boehm, Jr., this scholarship is awarded annually to a returning student with a GPA of 2.5 or higher with financial need, who reflects the qualities embodied by Dr. Boehm based on community involvement and service, extracurricular activities, and awards received. Candidates must submit a 500-word essay describing the role of volunteerism in a community.

Regina E. Boehm Scholarship: Established by Keystone College trustees and friends in honor of the College's first lady, Regina E. Boehm, this annual scholarship is awarded with first preference to a student from western Pennsylvania or with second preference to a student from any region of Pennsylvania majoring in culinary arts or hotel and restaurant management. The student must be in good academic standing and have financial need.

Boehm-Evans Education Fund: Established by the President and First Lady of Keystone in honor of their parents, Edward G. and Catherine Murray Boehm, and Arnold and Genevieve Evans, this award annually provides funding to encourage professional development for Keystone's "Administrator of the Year" and "Staff Person of the Year," and also supports the College's student assistance fund.

Margaret Briggs Foundation Scholarship: This scholarship fund was established by the Margaret Briggs Foundation and is given annually to incoming first-year students from Lackawanna County or one of the surrounding counties. The scholarship is renewable for sophomores who maintain satisfactory academic standing.

John H. Brooks Memorial Scholarship: The annual earnings of this fund, established by the children of John H. Brooks, longtime trustee and supporter of Keystone College, are awarded to a deserving student.

Dr. Roscoe C. Brown, Jr., Tuskegee Airman Scholarship: Established through the generosity of two donors, the Scranton Area Foundation and a benefactor who wishes to remain anonymous, as a tribute to Dr. Brown, and utilized to inspire all students, annual earnings from this scholarship are awarded to a returning student who reflects the same qualities as Dr. Brown: valor, leadership, service, courage, energy, and determination. The scholarship is renewable based on the student's financial need, good academic standing, and full-time status.

Barry J. Capwell Memorial Scholarship: The annual earnings of this scholarship, established by friend of the College Marilyn Costa in memory of former employee, Barry J. Capwell, are awarded to a student majoring in fine arts who has financial need.

Arnold Cembalest Scholarship: This scholarship was established by friend of the College Patricia Cembalest in honor of her husband. It is awarded to a student

majoring in fine arts who has good academic standing and financial need.

Margaretta B. Chamberlin Fund for Part-Time Students: This fund, established through the generosity of Margaretta B. Chamberlin, sixth president of Keystone College, is available to qualified students enrolled in any of the programs offered in a part-time or Weekender schedule.

Corabelle Chappell Memorial Scholarship: Established through the bequest of Gertrude Chappell, this fund awards scholarship assistance to deserving students who reside in Lackawanna County. Academic performance and financial need determine eligibility.

Mr. and Mrs. Benton Coleman Scholarship: The annual earnings of this fund, established by Della Coleman Sinclair in memory of her parents, are awarded to a graduate of Lackawanna Trail High School in Wyoming County, Pa.

Thomas W. '52 and Charlotte M. '53 Davis Scholarship: The annual earnings of this fund, established by alumni Thomas W. '52 and Charlotte M. '53 Davis, are awarded to a student who demonstrates financial need and is in good academic standing.

Frank "Chick" DePietro, Sr., Memorial Scholarship: Established by his grandson and supported by friends and family, this scholarship is annually awarded to a student in good academic standing with financial need, enrolled in Keystone College's culinary arts program. The scholarship serves as a lasting tribute to Mr. DePietro's generosity to his community and passion for the food service industry.

Shirley A. DiAndriola Memorial Scholarship: Established through the bequest of alumna, Shirley A. DiAndriola '58, annual earnings of this scholarship are awarded to a student who is a graduate of Old Forge High School.

Jack Donis '37 Academic Leadership Award: This scholarship was established by alumnus Dr. Jack Donis and is awarded annually to an entering first-year student who is a resident of the Scranton area and plans to be a commuter student. It is renewable for a student's sophomore year based on demonstrated strong academic standing and leadership activities during the first year.

Caroline C. Donovan Memorial Scholarship: Established through the bequest of alumna and Evergreen Society member, Caroline C. Donovan '48, annual earnings of this scholarship are awarded to a student in good academic standing with financial need.

Mr. and Mrs. Benjamin F. Evans Scholarship: This scholarship, established

by an alumna, is awarded annually to an academically promising and financially deserving student.

Joseph and Louise Finetti Scholarship: This scholarship was established by alumna Louise Finetti '53 and her husband Joseph in honor of the fifty-year-anniversary of her graduation from Keystone College, and is awarded annually to a student in good academic standing with financial need.

Bonnie Bennett Fiore Memorial Scholarship: This scholarship, established by alumnus Gregory Fiore '69 in memory of his wife, is awarded annually to a female student who is active in the school newspaper or yearbook and is in good academic standing.

Ben Franklin Award of the Scranton Area Foundation: Administered by the Scranton Area Foundation and financially supported by the Ben Franklin Trust Fund, this annual scholarship is awarded to a student entering his or her second year who has demonstrated academic achievement, good citizenship, and financial need.

Charles A. Frueauff Foundation Scholarship: A scholarship from the annual earnings of this fund, established by the Charles A. Frueauff Foundation, Inc., is awarded to worthy students who demonstrate financial need.

Furthering the Promise Scholarship: Established by the 2003-2004 Student Senate Class Gift Committee on behalf of the Keystone College Class of 2004, as a means of assisting their peers in achieving a quality education, with hope that future classes will continue the tradition of giving back, this scholarship is annually awarded to a full-time, returning student with a minimum 2.8 grade point average who exhibits leadership qualities in more than one area. The scholarship is renewable based on continued campus or community involvement and maintenance of 2.8 or above grade point average.

Stephen Gambal Scholarship: The annual earnings of this fund, established in 1974 by Keystone College trustee emeritus Sergius Gambal '47 in honor of his father, are awarded to a graduate of Old Forge High School or a resident of the community of Old Forge, Pa.

Alfred J. Golo Scholarship: Established by friend of the College Ethel M. Golo in memory of her husband, this scholarship is annually awarded to a student who demonstrates good academic standing and financial need.

John and Lucille Guzey Scholarship: The annual earnings of this fund, established by the late trustee emeritus John Guzey and his wife, are awarded to members of the Boys and Girls Clubs of Scranton or other full-time Keystone

students with financial need.

Eleanor Yevitz Haselhuhn '43 Scholarship: Established by alumna Eleanor Yevitz Haselhuhn '43 this scholarship is awarded annually to a student majoring in culinary arts who is in good academic standing with financial need.

Elmer and Louise Hawk Scholarship: This scholarship, established by alumnus Elmer Hawk '48 and his wife, Louise, is awarded to children of employees of Gertrude Hawk Chocolates and Gertrude Hawk Chocolate Shops who demonstrate strong academic ability and meet the admissions and financial aid criteria of the College.

Sterling E. and Naomi Reynolds Hess Scholarship: Established by Reverend Lupe and Naomi Torrez in memory of her parents, the earnings of this fund are annually awarded to a resident of the Factoryville, Pa., area who is enrolled in either a philosophy, a foreign language, or a religious studies class.

Betsy Hibbard Leadership Recognition Award: The annual earnings of this fund, established by the fourth president of Keystone College in honor of his wife, are awarded to a second-year resident student with a distinguished record as a developing student leader during his or her first year.

Dr. Byron Sharpe Hollinshead Scholarship: This scholarship, established by the Hollinshead family in memory of Keystone College's first president, is awarded annually to a student in good academic standing with financial need.

Frank and Jean Hubbard Scholarship: The annual earnings of this fund, established by Frank and Jean Hubbard of Moscow, Pa., are awarded to those graduates of North Pocono High School who are recommended by their principal and who demonstrate scholastic achievement, leadership, entrepreneurial abilities, and economic need.

Curtis G. James '52 Scholarship: This scholarship was established by Curtis G. James '52, a former trustee of the College. It is annually awarded to a financially deserving student who demonstrates good academic standing and is enrolled in the business curriculum.

Kagler Family Endowment Scholarship: The annual earnings of this fund, established by trustee and alumnus, Robert L. Kagler '57 and his wife Mary Lu '59, are awarded annually to a commuter student who is in good academic standing and demonstrates financial need.

Kathryn Peck Knight Scholarship: Established through the bequest of Kathryn Peck Knight, this scholarship is awarded annually to students based on financial

need and academic standing.

Lees Family Scholarship: Established by Keystone trustee and alumnus, William A. Lees '51 and his wife, Doris, in memory of Mr. Lees' parents, this scholarship is awarded annually to a graduate of Scranton or Dunmore High School who has satisfactory academic performance and demonstrated financial need.

Robert A. Linder Memorial Scholarship: This scholarship was established by Bertram N. Linder, Keystone College trustee emeritus, in memory of his son, Robert A. Linder. The scholarship is given annually to a student who is in good academic standing and is financially deserving.

James A. Linen, Jr., Memorial Scholarship: Established with funds received by Keystone College after the death of Mr. Linen, a long-time friend of Keystone, this scholarship is supported by Mr. Linen's family and is awarded annually based on financial need and scholastic achievement.

Manchester Scholarship: Established through the bequest of Elizabeth M. Manchester in honor of her family's numerous strong ties to and fondness for Keystone College and the Factoryville community, this scholarship is awarded annually.

Jack L. Middleton Environmental Scholarship: Established through the bequest of alumnus, former trustee, and Evergreen Society member, Jack L. Middleton '50, and supported by his family, annual earnings of this scholarship are awarded to a student in good academic standing with financial need, and who is enrolled in the College's four-year Professional Studies program in environmental studies.

Carl A. Miller Memorial Scholarship: Established by alumna Willie Miller '57, in memory of her father, the annual earnings of this scholarship are awarded to a student majoring in forestry/resource management with first preference made to a student of Native American descent and second preference to a student of African-American descent.

Harry K. and Dorothy S. Miller Loan: This fund, established by Keystone's third president in honor of his parents, assists international students at Keystone who plan to return to their native countries upon completion of their education.

Dr. Robert E. Mooney, Jr., Scholarship: This scholarship was established in honor of the seventh president of Keystone College through the generosity of trustees and friends of Keystone. This award is given to students in good academic standing who demonstrate financial need.

Jean Cavalieri Mori Culinary Scholarship Fund: Established by alumnus,

Dr. Gino Mori '51, in honor of his wife, this scholarship is annually awarded to a second-year student enrolled in the Culinary Arts program who is in good academic standing with financial need.

Albert and Carol Mueller Scholarship at Keystone College: This annual scholarship, established through the generosity of Albert and Carol Mueller, is available to current employees of Northeastern Pennsylvania McDonald's Restaurants who meet the admissions and financial aid criteria of Keystone College.

National Alumni Association Scholarship: Established by the Keystone College National Alumni Association, scholarships are awarded annually from this fund, one to a traditional student and one to a Weekender student. To be eligible, students must have completed a minimum of 18 Keystone credit hours and must currently be registered for at least six credit hours. Academic excellence demonstrated at Keystone is the primary criterion, in addition to demonstrated leadership in campus clubs, student government organizations and sports, or community activities. The recipient must be directly related to a Keystone College alumna/alumnus.

Arnie Patrick Award: The income from this fund, established through the bequest of Dr. Nicholas E. Patrick in memory of his wife, is awarded to first-year students who intend to enter the medical profession.

William G. Pearson Scholarship: The annual earnings of this fund, established by the bequests of Mr. and Mrs. Pearson, local friends of Keystone, are granted "to help defray the cost of attendance of worthy students at the College."

Pauline Peck Memorial Scholarship: The annual earnings of this fund, established by this late trustee's former students and sister, are awarded to "a bright, deserving girl from the Scranton area."

Frederick J. Platt, Jr., Scholarship: This memorial fund, established by the bequest of a long-time trustee of Keystone, Frederick J. Platt, Jr., of Dalton, Pa., is awarded annually to assist students in need of financial aid.

Paul J. Poinsard Scholarship: The annual earnings of this fund, established by the late Dr. Paul Poinsard in memory of his father, are awarded to students selected by the natural science faculty who achieve academic distinction in the natural sciences, with emphasis on the environmental sciences, and who demonstrate financial need.

Classes of 1948, 1949 & 1950, "Edward G. Prebor '49," Scholarship: This scholarship was created through contributions by members of Keystone College classes of 1948, 1949, and 1950 and friends in honor of Mr. Prebor's continued active support of Keystone and its activities. The criteria for this scholarship are leadership and service to the College and fellow classmates; scholastic achievement;

and financial need, but not before the first two qualifications. It is awarded to a student having completed his or her sophomore year and continuing into his or her junior year at Keystone on course for a baccalaureate degree.

Elizabeth H. Rees Memorial Scholarship: Established by Keystone College alumna and trustee Gail E. Rees '72 in memory of her mother, a longtime friend and employee of the College, this scholarship is annually awarded to a first-year international student enrolled in any major within one of the College's baccalaureate programs who is in good academic standing and demonstrates financial need.

Frank A. and Georgia J. Reynolds Scholarship: The earnings of this fund, established by Mrs. Chiquita R. Gregory '13, in memory of her parents, are awarded annually.

Ross Family Fund Scholarship: The annual earnings of this fund, established by Keystone College trustee emeritus Adrian Ross and his family, are awarded to a student who demonstrates financial need and is in good academic standing.

Fay Robins Roth Memorial Scholarship: Established by the Robins family in 1991, this scholarship honors the memory of Fay Robins Roth '49. The scholarship provides financial assistance to second-year students who demonstrate financial need and satisfactory academic performance during their first year.

Mildred Wrigley Ryder Scholarship: The annual earnings of this fund, established through a bequest in memory of Mildred Wrigley Ryder of Clarks Summit, Pa., are awarded to students who demonstrate "financial need, aptitude, good moral character, and self-discipline."

Walter L. Schautz Foundation Scholarship: The annual earnings of this fund, established by the Schautz family in memory of the former Dunmore, Pa., industrialist, provide a scholarship to a deserving student.

Alex Schoenbaum Scholarship: Established through a grant from the Schoenbaum Family Foundation in memory of Alex Schoenbaum, founder of the Shoney's Restaurants U.S.A., scholarships are awarded annually to culinary arts students.

Frederick J. Scott Memorial Scholarship: This memorial fund, established by the widow of this distinguished alumnus of the Keystone Academy Class of 1925, awards scholarship assistance for second-year students who have demonstrated above-average academic performance during their first year and who face significant difficulty in meeting the costs of attendance. Preference is given to graduates of Montrose High School.

Scranton Chapter of UNICO National Foundation Scholarship: This

scholarship is awarded annually to deserving students who reside in Lackawanna County and is based on academic achievement and financial need.

Scranton Times-Tribune Scholarship: Established by the Lynett family, this scholarship is annually awarded to a full- or part-time student in good academic standing, financial need, and an employee or child of an employee of *The Scranton Times-Tribune*, *The Citizens' Voice*, or local radio station affiliates of Times-Shamrock Communications. Candidates must self-identify as an applicant to Keystone College's Financial Assistance and Planning Office and obtain written employment verification on an annual basis through *The Scranton Times-Tribune* Personnel Office.

Joseph Sirotnak '66, Esq. Scholarship: Established through the bequest of Virginia Leo Sirotnak in memory of her husband, earnings from this scholarship fund are awarded to first-year, full-time students enrolled in the Professional Studies: natural sciences, with an emphasis in general or forensic biology baccalaureate degree program. The scholarship is renewable based on students' continuing financial need, good academic standing, and full-time status.

Lowell and Nora Swarts Scholarship: Established by alumni William '47 and Jean '43 Fleckenstein in loving memory of her parents, this scholarship is annually awarded to a student majoring in early childhood education with a minimum grade point average of 3.0 and financial need.

U.P.S. Foundation Fund Scholarship: Funded by the United Parcel Service Foundation and administered by the Association of Independent Colleges & Universities of Pennsylvania, an annual scholarship is awarded to a student in good academic standing and financial need.

Lynn E. VanGorder Scholarship: The annual earnings of this fund, established through the bequest of this 1926 Keystone Academy alumna and resident of Hallstead, Pa., are granted to "worthy students."

Charles S. Weston Scholarship: The annual earnings from this fund, established by the late Charles S. Weston, Scranton, Pa. philanthropist, are granted to deserving students.

Dr. J. Norman White Memorial Scholarship: Established through the bequest of Dr. J. Norman White, a longtime trustee of Keystone College, this scholarship is annually awarded to a student with satisfactory academic performance and demonstrated financial need.

John Woloschuk '47 Scholarship: Established through the bequest of Mr. Woloschuk, annual earnings of this scholarship are awarded to deserving students.

Jean and Frank Woodward & Helen Woodward Myers Scholarship

in Biological Science: Established by alumni, William '47 and Jeanne '43

Fleckenstein, the annual earnings of this scholarship are awarded to a student enrolled in the Biological Science program who is in good academic standing with financial need.

Additional Annual Scholarships

9/11 Memorial Scholarship

Margaret Addis Scholarship

Sister Adrian Barrett, IHM, Leadership Award

Sarah Beth Beynon Memorial Scholarship of the Scranton Area Foundation

Barry L. Brauer '74 Memorial Scholarship

Commuter Council Scholarship

Tracy L. Compton '96 Award

John and Elizabeth Drinko Scholarship

Robert C. Fisher & Willard G. Seymour Scholarship

Paul Grego '39 Scholarship

Michelle Huff '99 Memorial Scholarship

Inter-Hall Council Leadership Award

John V. Kostige '47 Scholarship in Early Childhood Education

PASR Scholarship

Pennsylvania Society of Public Accountants Scholarship

Agostino Silvio Pillon Memorial Scholarship

Pocahontas Foods Scholarship

Project Leadership: A Scholarship

William P. Rinaldi Memorial Scholarship

Kimberly Rogers Scholarship

Charles E. and Marion B. Savige Scholarship

William Seamans '38 Leadership Award

Tunkhannock Junior Women's Club Scholarship

Katherine O'Dea Van Deusen Scholarship for the Arts

Mark Vanko, Jr. Memorial Scholarship

Thomas White Leadership Award

Murray Weinberger Leadership Scholarship

Pete and Ann Zarko Award for Early Childhood Education

Also available is the "Friends of Keystone" award, comprised of the earnings from several funds, specifically Jeannie A. Hartley Memorial Fund, Samuel R. Lilly Memorial Fund, Scranton Central High School Class of 1910 Fund, and

VanNort Memorial Fund.

Convocation Awards

J. Harold Brislin Award

T. Rose Cogswell Memorial Award

Jo Ann M. Donahue Memorial Award

Mollie Hanover Memorial Award

Chester Merrick Memorial Award

Rose Ann “Scotty” Neuroth Memorial Award

Academic Information and Regulations

Student Affairs

Residence Life

The Keystone College Residence Life Staff works with the students in all aspects of their residence hall living experience. The Office of Residence Life supports the personal growth of resident students as they adjust to college life and as they interact with others in the residence halls, the college community and the surrounding area. Our office oversees six residence halls, which include cable television, Internet access, local telephone service with voicemail, and the use of the campus laundry facilities at no extra charge. In order to help maintain community values and responsible living for our residents, the College has established the following guidelines:

First-year students: First-year students who live outside a 50-mile radius from Keystone College and who are under the age of 21 must live on campus if they are not residing with a parent or legal guardian. There are two residence halls (Moffat and Frear) designated for first year students. The residence halls compliment what happens in the classroom by creating Living/Learning Initiatives. Students have the option to request roommates according to their academic major, hometown, or if a student athlete a particular varsity sport.

Leadership Hall: With programming focusing on collaborative leadership and decision-making skills, The Commons empowers students to be leaders in their suite, their campus, and their community. Guidelines established for this hall include sophomore status, 2.5 GPA, and in good social standing with the College.

Full-Time Students: Students are required to carry a minimum of twelve (12) credit hours to live in a residence hall. Students who drop below twelve credit hours after the start of an academic year, and wish to remain the residence hall(s) must submit a written request to the Director of Residence Life. This request must clearly state the reason(s) why the student wishes to carry fewer than twelve (12) credit hours and still live in the residence hall.

Accommodations: There are limited housing spaces available for special accommodations and priority will be given to individuals who are eligible to receive accommodations under Section 504 of the American with Disabilities Act (ADA). Special housing accommodations are not standard. In order to determine if special housing is a reasonable request, we must receive detailed documentation. Documentation must be from a medical doctor or licensed professional with expertise in the area of diagnosis.

Student Activities

Keystone College prides itself on the opportunity it presents for informal and friendly exchanges among students, faculty, and staff, which occur both in and out of the classroom. There are many events scheduled throughout the year to promote this interaction while Keystone's pleasant campus atmosphere allows for spontaneous gatherings.

Students at Keystone are encouraged to live well-rounded campus lives by including intellectual, cultural, recreational, and community service interests as integral components of their education. With the support and guidance of the Student Affairs staff, many clubs and organizations provide an assortment of activities in which any student may participate. One of the advantages of attending Keystone College is that our students can become involved in activities and begin to assume leadership positions during their first year.

Office of Multicultural Affairs

Keystone College acknowledges and embraces the importance of diversity in today's world. By providing experiences for learning about other cultures and lifestyles on campus, we prepare today's students to be contributing members of the diverse workforce of our nation.

The Office of Multicultural Affairs serves as a resource center for all students of all backgrounds. The Director and Coordinator, as members of the Student Affairs administrative staff, serve as liaisons, resource people, and advocates for the Keystone Community by providing opportunities to foster an environment of respect and appreciation for diversity, including but not limited to race, ethnicity, and nation of origin, gender, sexual orientation, religious affiliation, and disabilities.

The Office of Multicultural Affairs provides programming and special events for the campus by organizing in-house workshops, seminars, and conferences, and by hosting guest speakers, cultural activities, and consortium programs. This office works with individuals on issues of awareness, understanding, and acceptance of diversity.

Keystone College strongly believes that significant language and intercultural learning occurs in informal as well as academic situations. Consequently, the Office of Multicultural Affairs oversees the following clubs that have a multicultural focus: M.E.C.A. (page 65), World Friendship Club (page 66), M.U.S.I.C. (page 65), Mofyah (page 64), and MCASA (page 65).

Study Abroad

As our global society continues to become smaller, Keystone College recognizes students' desires to study abroad. While Keystone College does not have a study abroad program of its own design, the College will assist students who desire to study abroad. Student's interested in studying abroad should contact the Office of Multicultural Affairs for further information regarding approved programs and procedures necessary to make application to Study Abroad.

Applications are due by October 1st for studying abroad in the spring semester, and March 1st for a fall semester experience.

College Regulations

By accepting the offer of admission, students enrolling in Keystone College agree to conduct themselves in a manner compatible with the best interests of Keystone and agree to abide by all published regulations governing the student body. Each student will receive a *Student Information Guide* in which the regulations are set forth. It is the student's responsibility to read and become familiar with its contents. Violation of any Keystone College regulation will result in appropriate disciplinary action.

Social Dismissal

The Keystone student is expected to possess qualities of good citizenship. A student may be suspended or dismissed for violation(s) of Keystone College rules and regulations, or for continued low scholarship. See the *Student Information Guide* for policies.

Health Services Office

The Health Services Office is located on Regina Way, adjacent to the Office of Public Safety. The staff consists of two certified registered nurse practitioners, a registered nurse, and an administrative assistant. A physician specializing in Internal Medicine and Pediatrics collaborates with the staff as needed, and referrals are made to his or other area providers' offices as needed. Serious emergencies are immediately referred to nearby hospitals.

The Health Services staff is committed to a comprehensive wellness philosophy. On-campus medical services, health information, and counseling are available to students and staff free of charge. Primary health care services, including routine physical and gynecological exams and on-site lab testing (in accordance with CLIA protocols), are offered. Wellness and illness/injury prevention education and materials are reviewed at each visit. Health Services protocols are reviewed regularly by staff and the collaborating physician to ensure that the most current treatment guidelines are utilized. All full-time students are required to complete and submit a health history form and immunization record to the Health Services Office before registering for classes. Part-time students wishing to use the office must complete these forms before non-emergency services can be performed. There is a \$25.00 fee per visit for all part-time students and part-time employees at the discretion of the nurse practitioner.

Health Insurance: All full-time students must have health insurance. Students will be billed for health insurance unless waived by presentation of proof of appropriate insurance coverage. The proof of appropriate coverage must be submitted to the Health Services Office prior to the beginning of classes and done

so each year. Insurance information is not carried over year to year. The cost of the insurance obtained through the College depends on the rate charged by the carrier for that year. All full-time students must submit this insurance information each school year.

Students who are enrolled part-time at Keystone College may elect to voluntarily obtain health insurance through the College at the rate charged by the carrier for that year. Part-time students who are not currently covered by any health benefits may seek medical care through Keystone College Health services for a walk-in charge of \$25.00. Payment is due at the time services are rendered, unless other arrangements are made. Labs and x-ray fees are not included. Fees for follow-up visits will be determined by the nurse practitioner based on clinical diagnosis. These fees apply only to Health Care Services on campus. If a student elects to seek medical care through the College physical, Dr. Patrick Murray, fees may vary.

College Immunization requirements: Keystone College Health Services requires proof of the following immunizations to all full-time students:

1. Meningitis vaccination as required by Pennsylvania Law for resident students
2. Evidence of childhood immunizations:
Mumps, Measles and Rubella I and II (Both immunizations)
Polio Series
Tetanus Booster, within the last 10 years
Tuberculosis Test

We highly recommend the following immunizations:

1. Meningitis for commuter students
2. Hepatitis B series
3. Flu shot every year, especially if you are a resident student

Office of Public Safety

The Office of Public Safety and its officers provide a fair, educationally sound program of justice that receives community support and is responsive to the interests of all members of its community, regardless of age, race, sex, color, handicap, national or sexual orientation. It assures an orderly preservation of the ideals of scholarship and the protection of academic freedom. A policy that provides for a minimum of administrative enforcement and a maximum of student self-regulation will offer the student and the community the best possible education. The Office of Public Safety coordinates campus safety procedures, regulates and enforces parking and traffic on campus, maintains a community lost and found service, and provides a walking escort service to all members of the campus community 24 hours a day. The Office of Public Safety maintains a 24- hour, 365-day-per-year emergency radio telecommunication notification system.

Student Government

Student Senate

The Student Senate is the central governing body of all student government organizations. It serves as a liaison between students and administration, allocates student activity funds, supervises student elections, coordinates social activities, and charters and oversees all student clubs and organizations. The members of Student Senate are advocates for a variety of student concerns. Through Student Senate, students also serve as appointed or exofficio members of certain college committees. Patrice Igoe and Jan Kaskey serve as advisers to Student Senate.

Campus Activities Board

The Campus Activities Board, a subcommittee of Student Senate, coordinates and sponsors, in cooperation with the Office of Student Activities, many of the social events on campus, including dances, karaoke, DJ Bingo, and weekend events. The president of the Campus Activities Board also serves as a member of Student Senate. Bridget Thomas serves as adviser to the Campus Activities Board.

Commuter Council

The Commuter Council, whose president is a member of the Student Senate, serves as the official voice for commuting students in student government. Open to all commuters, it serves the needs of Keystone's commuting population by sponsoring social, cultural, and special events tailored to their interests and schedules. Bridget Thomas serves as adviser to Commuter Council.

Inter-Hall Council

The Inter-Hall Council is comprised of elected and appointed representatives from each residence hall. This group evaluates and recommends changes in the residence halls, and promotes and sponsors hall and campus activities. The president of the Inter-Hall Council also serves as a member of Student Senate. Evelyn Leszczynski serves as adviser to Inter-Hall Council.

Clubs and Organizations

ACT 101 Club: While designed for ACT 101 students, membership is open to any interested student. The ACT 101 Club sponsors social, cultural, and academic events for club members. See page 86 for a detailed description of the ACT 101 program. Lori Brauer and Sharon Clark serve as advisers to the ACT 101 Club.

Art Society: While consisting primarily of members of the art history and studio classes, this society is open to all students. It sponsors lectures, demonstrations, seminars, and field trips. Anyone interested in broadening his or her world perspective is welcome to join the Keystone Art Society. Stacey Donahue-Semenza serves as adviser to the Art Society.

Co-op Club: The purpose of this organization is to provide a support network for students participating in the cooperative education program at Keystone College, to better prepare students for the work world through interaction with the business community, and to promote the cooperative education program to students and members of the business world.

Criminal Justice Club: The Criminal Justice club seeks to broaden students' understanding of the criminal justice system by organizing and conducting seminars, demonstrations, and field trips, and sponsoring guest speakers. The club also provides a forum for scholarly discussion regarding new developments in the field of criminal justice and helps to prepare students for careers in criminal justice. Stacey Wyland serves as adviser to the Criminal Justice club.

Equestrian Club: Open to all interested students regardless of their level of riding expertise, this club shows competitively with other area equestrian clubs from September through April. The club also sponsors various community service projects and social activities. Mellinda Curis serves as adviser to the Equestrian Club.

Forensics Science Club: This club is open to all students interested in exploring the many areas of forensic science. It sponsors field trips, lectures and workshops as well as a range of community service and social activities.

The Gay-Straight Alliance/OPEN (Opposing Prejudice Ending Negativity): The purpose of this club is to provide Keystone College students who are gay, lesbian, bisexual, questioning, and heterosexual a safe place to discuss their feelings and fears related to sexual orientation, and address anti-gay prejudices thus promoting respect and providing a positive atmosphere for all students on campus. Jeff Brauer, Patty Fox, and Sherry Strain serve as advisers to the Gay/Straight Alliance.

The Guild: This club serves as Keystone's communications and theatre club. It conducts various fundraising activities for the purpose of viewing professional theatre performances and exploring communications career options. Dawn Middleton Paradise serves as adviser to The Guild.

Information Technology Club: This organization provides support for students enrolled in the computer and information technology program. Mark Law and Susan Phillips serve as advisers to the Information Technology Club.

Intercollegiate Leadership: Intercollegiate Leadership is a program designed to bring together students from local colleges and universities to focus on topics such as interpersonal and leadership skills, government and justice, community issues, diversity and community service. Marie Andreoli, Jeff Brauer, and Dr. Sonji Lee serve as advisers to Intercollegiate Leadership.

Inter-Hall Council: Each residence hall elects two representatives to assist with residence hall administration and sponsor social activities. Ashley Stone serves as adviser to Inter-Hall Council.

Junior Professional Chefs of NEPA: An on-campus club for those interested in the culinary arts field, joining together with the local branch of the American Culinary Federation (ACF). The ACF mission is to make a positive difference for culinarians through education, apprenticeship, and certification, while creating a fraternal bond of respect and integrity among culinarians. Melodie Jordan serves as adviser to the Junior Professional Chefs of NEPA.

Keystone Players: The Keystone Players produce one major theatre production each semester. Plays range from classics of the theatre to contemporary plays and experimental pieces. Auditions are open to all Keystone students and employees. Jane Honchell serves as adviser to the Keystone Players.

Keystone Service Club: The Keystone Service Club provides students the opportunity to engage in meaningful service projects to assist those in need. The focus of the club is to plan alternative spring break trips to such destinations as Washington, D.C., and Nassau, Bahamas. Jeff Brauer serves as adviser to the Keystone Service Club.

Keystone Society for Human Resource Management (SHRM): A student organization affiliated with the National Society for Human Resource Management (SHRM). Students majoring in human resource management and other business-related majors are welcome to join. This organization sponsors mentoring and job-shadowing programs, guest speakers, and human resource-related programs. Members may also attend conferences related to human resources. Dr. Patty Kubus serves as adviser to the Keystone Society for Human Resource Management.

Keystone Steppers Mofyah Club: This club is open to all Keystone College students who want to be a part of a team that exhibits diversity through dance and step which include a mixture of cultural rhythms, beats, and moves. There will be performances throughout the semester and regular practice is mandatory. Shirley Michaels serves as adviser to the Keystone Steppers Club.

Marquise Club: This club promotes academic achievement and business

awareness for hospitality students through active participation in special events, meetings, and projects relative to the industry. The club integrates social, cultural, and educational activities for the enjoyment of Keystone College's hospitality student members. Brenda Lidy serves as adviser to the Marquise Club.

Multicultural Affairs Student Organization (MCASA): The purpose of this club is to serve as the core organization representing and supporting the vision and mission of the Office of Multicultural Affairs. A Keystone College multicultural staff advisory committee to MCASA will be formed. Sharon Brittingham and Shirley Michaels are co-advisers to the MCASA Club.

Multicultural Unified Student Interactive Chorus (M.U.S.I.C.): The purpose of this club is to provide diverse musical opportunities to all interested students. This club will be prepared to perform on campus and in the community to promote an awareness of diversity and multiculturalism. Sharon Brittingham serves as adviser to the M.U.S.I.C. Club.

Multi-Ethnic Cultural Association (MECA): The purpose of the Multi-Ethnic Cultural Association is to promote an awareness of the diverse cultures represented at Keystone College. The club also sponsors community service projects and social activities. Sharon Brittingham serves as adviser to the MECA Club.

Phi Beta Chi – The Science Club: This organization promotes understanding of the science disciplines and encourages scholarship. Members must remain in good academic standing each semester.

Phi Theta Kappa: This national honor fraternity recognizes students' academic achievement. Full-time students pursuing an AA degree who have earned a minimum of 12 credits, have a grade point average of at least 3.5, and are taking 12 or more credits (an part-time students who are taking 6 or more credits and meet the other two requirements) will receive an invitation. Members promote scholarship and engage in community service activities. Patti Davis serves as adviser to Phi Theta Kappa.

Prevention Activities Committee (PAC): This group is committed to providing wellness education and environmental prevention by coordinating programs and events targeting individual and community health. Issues such as alcohol, drugs, tobacco, sexual practices, and safety are addressed by creating programs and events. PAC is open to any interested student and may serve as a springboard for career opportunities in the Criminal Justice or Health Care fields. Randy Light serves as the adviser to the PAC.

S.I.F.E.: Students in Free Enterprise is an international collegiate organization with a mission to "provide college students the best opportunity to make a

difference and to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise.” Working together as a team, S.I.F.E. students apply their experiences from the classroom to develop and implement programs that educate the community about the value of entrepreneurship, ethics, principles of market economics, and financial issues. Dr. Sonji Lee and Kevin Vinson serve as advisers to S.I.F.E.

Snow Team: This club is open to all members of the campus community who are interested in skiing, snowboarding, and blading. The Snow Team makes six trips to Elk Mountain each winter season and participates in numerous community service projects. Bre Albertson serves as adviser to the Snow Team.

TOPS (Twenty-One Plus Students) Club: The TOPS club is a support network for adult students and provides educational and personal enrichment through varied extracurricular activities. Maria Fanning serves as adviser to the TOPS Club.

Varsity K: This is an organization of student-athletes who have won letters in intercollegiate competition. Members assist in the promotion of all sports programs, including intramurals. The club often functions as a service agency.

The Winner’s Circle Organization: The purpose of this organization is to encourage an understanding of the Christian faith through Bible study, other spiritually based study programs, and discussion. Liz Wassel serves as adviser to the Winner’s Circle.

WKCV Radio: The College’s radio station provides radio broadcasts to the residence halls via a transmitter on FM 103.5. WKCV is committed to diversity in terms of both member composition and programming formats. Julia Peterson serves as adviser to WKCV.

World Friendship Club: This organization facilitates awareness and understanding of the various cultures of the world. Shirley Michaels serves as adviser to the World Friendship Club.

Publications

The Key: *The Key* is the student newspaper, which is published six times each year. Members of the staff gain valuable experience in news gathering, writing, and photography. All Keystone students have the opportunity to participate in the production of *The Key* and submit work for possible publication. Sara White serves as adviser to *The Key*.

The Plume: *The Plume* is the student literary magazine, which is published once a year. Submissions of poetry, fiction, and drama, as well as art work, are accepted from all members of the Keystone community for consideration by the student editorial board.

Athletics

Intercollegiate Athletics

The program of intercollegiate athletics functions as an integral part of the total educational process at Keystone College. In keeping with this, policies that guide the operation of the athletic program have been designed to complement the educational objectives of Keystone.

Keystone College is a provisional member of the NCAA at the Division III level and is also a member of the Eastern College Athletic Conference (ECAC) and the North Eastern Athletic Conference (NEAC). Keystone's intercollegiate teams compete with other four-year institutions of comparable strength in men's and women's basketball, men's and women's soccer, baseball, softball, women's volleyball, men's golf, men's and women's cross country, men's and women's outdoor track, men's and women's tennis, and club cheerleading.

Intramural Sports

The intramural program, noted for its spirited competition, offers various athletic activities including flag football, basketball, soccer, volleyball, and softball. Self-paced activities, which include walking, running, biking, and weightlifting, are also offered.

Degrees Offered

In addition to the bachelor of science (BS) and bachelor of arts (BA), Keystone College awards the associate in applied science (AAS), the associate in arts (AA), the associate in fine arts (AFA), and the associate in science (AS) degrees. The associate degrees vary according to the number of liberal arts credits required. Keystone College also awards one-year certificates in several areas of study.

Graduation Requirements

General Requirements

To be eligible for a Keystone degree, all students, including transfer students, must successfully complete the minimum number of credits required by the curriculum they have selected. In addition, they must have attained a cumulative grade point average of at least 2.00. Baccalaureate degree students must also have a minimum 2.00 GPA or better in upper-level courses in their major. A minimum

of 23 of the final 32 credits must be earned at Keystone. Students must also meet all the requirements of their chosen curricula, as specified beginning on page 107. Academic advisers are assigned to help students plan for graduation. **However, the student assumes full responsibility for meeting the requirements for graduation.**

The graduation requirements of Keystone, as published in the catalog in effect at the time of the student's initial enrollment, are those which must be met for completion of an undergraduate degree program. Students may request to follow the course requirements outlined in the most recent catalog. This request must be submitted in writing to the Office of the Registrar.

Students are expected to complete degree requirements within ten years of matriculation. Students who wish to return to Keystone after a lapse of study exceeding five years will have their courses reviewed by the registrar, with the input of the academic divisions, to determine if any of the previous coursework is viable and applicable to a current degree program. These students must reapply to Keystone College through the Office of Admissions. (See page 18 - Readmission.)

To waive, substitute, or alter in any way departmental or institutional degree requirements, the student must petition the Committee on Standing of Students (SOS). The petition must be signed by the student's academic adviser and division chairperson. The committee reserves the right to deny any request that is not in keeping with the overall academic policy of the institution.

At the beginning of their final semester of study, students must apply for degree candidacy by registering for GRAD 001, 101, or 201. A student who does not successfully complete degree requirements in the semester of candidacy must reregister for GRAD 001, 101, or 201 at the beginning of the semester of the anticipated graduation date. An additional graduation fee will not be charged. (An additional graduation fee is only charged if the student completes another degree.) Any student who completes degree requirements but does not apply for candidacy or register for GRAD 001, 101, or 201 will not be eligible to receive a degree until the graduation date following application for candidacy and registration.

Students completing a certificate must register for GRAD 001. Students completing an associate degree program must register for GRAD 101. Students completing a baccalaureate degree program must register for GRAD 201. Registering for GRAD 001, 101, or 201 will trigger a graduation audit of the student's transcript by the registrar to determine eligibility for graduation, a report of the audit's results to the student, all necessary forms for students eligible for graduation, and a generation of the graduation fee. Although registering for GRAD 001, 101, or 201 triggers a graduation audit, students may request an audit in the semester prior to their final semester, without registering for GRAD 001, 101, or 201. There is a fee associated with this service. Students should not register for GRAD 001, 101, or 201 simply to obtain an audit. Students may obtain an advising copy of their transcript and copy of the curriculum sheet for their major from their division assistant.

Double Majors

Students may pursue a degree in more than one curriculum. Students must declare their intention in writing and receive approval from the registrar. Students are responsible for meeting the requirements of each curriculum, but only need to meet the general education requirements once. Each major will be listed on the official college transcript, but only one degree will be awarded. Students may only double major in curricula for which the same type of degree is earned. Students interested in more than one degree should see “second degree” below.

Minors

Minors are available in a number of disciplines. A minor consists of a minimum of 18 credits in a particular discipline and requires one 100-level course and two 300- and/or 400-level courses. The remainder of courses may be chosen from current course offerings and are determined by the student and academic adviser. Certain minors require structured curricula. Students must declare their minors in the Registrar’s Office prior to registering for GRAD 001, 101, or 201.

See page 270 for a list of minors currently available. Consult with curriculum coordinators to determine additional minors that may be added throughout the 2006-2007 academic year.

Second Degree

Students who have earned an associate degree at Keystone College and are seeking a second associate degree must complete a minimum of 18 credits of new course material beyond the original degree. Students who have earned a bachelor’s degree at Keystone College and are seeking a second bachelor’s degree must complete a minimum of 36 credits of new course material beyond the original degree.

This new coursework may consist solely of required curricular courses or a combination of curricular courses and free electives. Two degrees cannot be earned at the same time. A second graduation fee is charged when the student earns the second degree.

Change of Curriculum

A student may change from one curriculum to another after the middle of their first term if he or she is accepted in the new curriculum. The student must meet with the division assistant and submit the appropriate official change of curriculum form to the Registrar’s Office. A student who is not in good academic standing must obtain permission from the desired major’s curriculum coordinator to change from one curriculum to another. Please note that changing curricula, especially later in the student’s tenure at Keystone, may mean that the student will need more time to complete his or her degree.

Financial Requirements for Graduation

Students must have satisfied all financial obligations to Keystone College

before a diploma will be issued or transcript released.

Academic Definitions

Course Level/Course Number

All courses have a three-digit course number which begins with a 1, 2, 3 or 4 (ex., HIST 107 and ACCT 203). Courses which have numbers that begin with a 1 are 100-level courses, and courses which have a number that begins with a 2 are 200-level courses, etc.

A 100-level course generally provides an introduction to the subject matter. For some 100-level courses, it is assumed that the student has no knowledge of the subject matter when beginning the course. Other 100-level courses assume that the student has some knowledge of the subject matter and includes a review and elaboration of that information. The 100-level course may serve as a prerequisite or corequisite to other courses.

Many 200-level courses assume an introductory knowledge of the subject matter and provide depth in the subject matter. Students must meet any prerequisites to enroll in a 200-level course. Many 200-level courses require that students are in their second semester of study.

Courses at the 300- and 400-level are mainly designed for juniors and seniors.

Credits

The number of credits assigned to a course is normally determined by the number of minutes the class meets per week in a 15-week term (including the final exam period). Generally, for lecture and discussion courses, one credit is assigned for each 50 minutes of class per week. Generally, for laboratory and studio courses, one credit is assigned for each 100 to 150 minutes of class per week. For example, Psychology 101, a lecture and discussion course, is assigned three credits because it meets 150 minutes a week; Art 103, a studio course, is assigned three credits because it meets 330 minutes a week; and Biology 101, both a lecture and discussion and laboratory course, is assigned four credits because it meets for lecture for 150 minutes a week and for a lab for 110 minutes. Courses taken in schedules other than the 15-week term meet more minutes in a week to compensate for the reduced number of weeks in the schedule. The maximum number of credits a student may carry in a semester is 20.5. Students wishing to take more than 20.5 credits must obtain permission from the Committee on Standing of Students.

Prerequisite and Corequisite for a Course

A prerequisite is a condition that must be met before a student is allowed to enroll in a particular course. Usually this is the completion of another course but may consist of other conditions. A corequisite is a condition that must be met concurrent with enrollment in a particular course. Prerequisites and corequisites

are listed in the section of this catalog containing course descriptions beginning on page 276. Only a division chair or curriculum coordinator may waive prerequisites or corequisites.

Course Audit

A student may register to audit a lecture course. The student is allowed to attend classes but is not required to fulfill the formal course requirements. The auditor is not expected to take any of the instructor's time away from the regularly enrolled students. The auditor may change to credit status during the first two weeks of the term. The student enrolled for credit may change to audit status with the permission of the instructor, registrar, and dean of the college prior to the completion of two-thirds of the term. An audited course appears on the student's official college transcript without a grade or credit notation. The fee to audit a course is one-half the cost of the course when taken on a part-time basis.

Pass/Fail Course

At the request of the student, and with the approval of the instructor, an interdisciplinary studies course, an independent study course, or a cooperative education course may be graded on a pass/fail basis. The letter "P" will be given if the student's work would normally earn a grade of "C" or higher. Work of lesser quality will receive a grade of "F." A grade of "P" will result in the student earning the credits for the course but will not be included in the calculation of the semester grade point average (GPA) or the cumulative GPA. However, a grade of "F" will be included in the calculation of the semester GPA and the cumulative GPA.

Credit by Assessment

Currently enrolled Keystone College students who have acquired the information taught in a Keystone College course through other means, or who have failed a course but do not wish to repeat it, may request an assessment to satisfy the course requirements. College courses taken through credit by assessment are pass/fail, and students will earn a "P" or "F" for the course. (See "Pass/Fail Course" above.) Students who have failed a course and wish to receive credit by assessment must wait 90 days to submit their request. The fee for credit by assessment is \$75. Students are not charged a per-credit fee for credits earned through this type of assessment.

Please note that credits earned through credit by assessment do not count as credits for financial aid. Students receiving financial aid should contact the Financial Assistance and Planning Office prior to deciding to choose this option to ensure that their financial aid will not be affected. Also, credits earned in this way may be more difficult to transfer to other institutions.

Appropriate forms may be obtained from the Office of the Registrar.

Course Challenge

Current students who have enrolled in a course and discover that they have

previously learned the content of the course may make a request to the instructor to challenge the course and complete the requirements of the course by midterm. If the student successfully completes the requirements established by the instructor (either the work already stated in the syllabus or alternate requirements) with a grade of “C” or higher, he/she will be permitted to be absent from the class meetings for the remainder of the semester. If the student fails to obtain a grade of “C” or higher, there will be no penalty, and the student will continue attending class. It is also the prerogative of the student to continue in the course in order to improve the “challenge” grade. There is no additional fee for a course challenge other than the per-credit cost of the course if the student is enrolled part-time. Students earn a letter grade (“A” through “C”) for courses completed through course challenge.

Appropriate forms may be obtained from the Office of the Registrar.

Repeating Courses

A student may repeat a course for credit and grade only if the grade earned was lower than a “C.” There is no limit on the number of times a course may be repeated. Only the most recent grade earned in the repeated course will be used to calculate the student’s GPA, even if one of the prior grades was higher. Courses completed at other institutions are not accepted as repeated courses.

Student Status

Part-Time/Full-Time Status

A student has part-time status if enrolled for 11.5 or fewer credits during the current term and full-time status if enrolled for 12 or more credits during the current term.

Class Standing

First-Year Students	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits*
Senior	90 and above*

*Note: A student must be enrolled in a baccalaureate program to obtain class standing above the sophomore level.

Reserve Officers Training Corps Program (ROTC)

Keystone has a limited consortium agreement with the United States Air Force and Wilkes University, and the United States Army and the University of Scranton, that enables qualified Keystone men and women to earn appointments as commissioned officers by participating in the appropriate ROTC program. Transportation to the ROTC site is the responsibility of the student. (For more information regarding ROTC, see pages 267 and 269.)

Grading Policy

Grades

The current grading system is presented below with the quality point equivalents used for calculating grade point averages (GPA):

Grade	Quality Points
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
F	0.00

Other Grades

I (Incomplete)

This grade indicates that the student has not completed the course requirements at the time that grades were reported to the registrar. **The student must make arrangements with the instructor prior to the final exam if he/she wishes to receive a grade of incomplete.** (Forms are available in the Office of the Registrar.) Instructors should agree to award a grade of incomplete only in the case of exceptional circumstances. Mere inability to submit work on time, or missing the final exam, do not constitute valid reasons for a student to be awarded a grade of "I." The deadline for the completion of the coursework is four weeks into the next semester. If the course work is not completed within the specified time frame, the incomplete grade will become an "F."

IP (In Progress)

This grade indicates that a grade was not assigned at the time grades were printed. Use of an in-progress grade indicates that a course is continuing beyond the customary term. The deadline for completion of the course is four weeks into the next semester. If the coursework is not completed within the specified time frame, the in-progress grade will become an "F."

P (Pass)

This grade indicates that the student received a grade of "C" or higher in a course graded on a pass/fail basis. Students earn the credits for courses with a grade of "P." However, the "P" is not included in the calculation of the semester GPA or the cumulative GPA.

W (Withdraw)

This grade indicates that the student withdrew from the course during the second third of the term. The grade is not included in the calculation of the semester GPA or the cumulative GPA.

WF (Withdraw Failing)

This grade indicates the student has received an Academic Fresh Start for the semester(s) indicated with WF grades. The grade is not included in the calculation of the semester or cumulative grade point average (GPA).

Grade Point Average (GPA)

Term Grade Point Average (Semester GPA)

The term grade point average is calculated by dividing the number of quality points earned during the term by the number of credits attempted during the term. Only courses for which letter grades of “A,” “A-,” “B+,” “B,” “B-,” “C+,” “C,” “C-,” “D+,” “D,” or “F” have been earned are included. For a repeated course, only the most recent grade is used. Grades earned at other institutions are not included.

Cumulative Grade Point Average (Cumulative GPA)

The cumulative grade point average is calculated by dividing the number of quality points earned in all courses taken while at Keystone by the number of credits attempted for all courses taken while at Keystone. Only courses for which letter grades of “A,” “A-,” “B+,” “B,” “B-,” “C+,” “C,” “C-,” “D+,” “D,” or “F” have been earned are included. For a repeated course, only the most recent grade is used. Grades earned at other institutions are not included.

Grade Reports

Grade reports for classes taken in the traditional term are available to students at midterm and at the end of the term. Grade reports for classes taken in the Weekender program or summer session(s) are available only at the end of the term. According to federal law, grade reports are issued only to the student. Exceptions will be made upon written request by the student to send grades to parent(s) or guardian(s), or upon subpoena by court order. All grade reports are available through KC Connect, the College’s on-line system.

Policy on Academic Grievances

In the case of an academic grievance, the following steps must be taken:

1. the aggrieved student must confer with the faculty member in question. If the grievance is not settled, then:
2. the aggrieved student must approach the division chairperson.
The chair shall arrange a conference of the faculty member, the

student, and the chair to seek an agreement. If the grievance is not settled, then:

3. the aggrieved student must approach the dean of the college, who shall arrange a conference of the faculty member, the student, the division chairperson, and the dean to seek a resolution. If the grievance is not settled, then:
4. the dean shall refer the grievance to the Academic Grievance Board.
5. this procedure must be initiated by the student within three weeks of the occurrence and completed within six months of the occurrence.

The Academic Grievance Board shall consist of:

1. two students and one student alternate (sophomores with minimum GPA of 2.5) chosen annually by the Student Senate.
2. two tenured faculty members and one alternate selected annually by the Faculty Senate. A faculty member must be excused if he or she is involved in the grievance.
3. the Committee shall be chaired by the Chair of Faculty Senate.

The Academic Grievance Board shall proceed as follows:

1. the Chair shall rule on all procedural matters.
2. the proceedings shall be attended by the student, an adviser of the student's choosing (who may speak only to the student but may not address the Board), the faculty member, an adviser of the faculty member's choosing (who may speak only to the faculty member but may not address the Board), relevant witnesses, and the Board. The student and/or faculty member should present a list of witnesses to the Chair, who disseminates it to the Board 24 hours before the hearing. At the request of the student or the faculty member, and subject to the approval of the Chair, the Board may invite others.
3. the student shall present to the Board. The student may support his/her position with relevant witnesses and support material.
4. the faculty member shall then make his/her presentation to the Board. The faculty member may support his/her position with relevant witnesses and support material.
5. the Board may present its own witnesses.
6. the student shall have the opportunity to question the faculty member and all witnesses.
7. the faculty member shall have the opportunity to question the student and all witnesses.
8. the members of the Board shall have the opportunity to question

- the student, the faculty member, and all witnesses.
9. the Board shall deliberate in private and shall decide the issue by a majority vote (each of the five members has one vote). The Board shall announce its decision to the faculty member and the student on the following day.
 10. a written report summarizing the proceedings and reporting the decision shall be prepared by the Chair. In addition, an audio record and/or written minutes of the proceedings will be taken.
 11. a letter to the student and faculty documenting the Board's decision is sent by the Chair. If the decision supports the student, a copy of the letter is included in the faculty member's file. If the decision does not support the student, no copy is included in the file.
 12. this concludes the appeal process. The decision of the Board is final.

Transcripts

By federal law, to obtain a transcript, the student must submit a signed, written request to the Office of the Registrar. Students may submit the request in person or by writing to: Office of the Registrar, Keystone College, One College Green, La Plume, PA 18440-1099. Exceptions will be made for transcripts issued to parents or guardians who provide documentation that the student meets the federal guidelines as a dependent student, or upon subpoena by court order.

Keystone College does not fax transcripts or accept faxed requests for transcripts. Transcript requests will not be processed until the required fee is paid. Transcripts are usually processed within three to five days of receipt of the request. However, the processing time may be longer during certain times of the academic year, such as registration periods, final exam week, and the week leading up to Commencement. A \$5 fee is charged for all transcript requests.

No records will be released if the student's financial account with Keystone College has not been cleared.

Academic Standing

Term Honors

A student will earn term honors by meeting all of the following criteria:

(1) achieving the required semester grade point average (GPA) for the semester:

President's List	4.00
Dean's List	3.70-3.99
Honor's List	3.50-3.69

(2) earning a grade of "C" or higher in all courses completed during the semester.

(3) completing a minimum of 12 credits in non-repeated courses during the semester. Because “P” grades are not used in calculating averages, pass/fail credits cannot count in meeting the 12-credit minimum.

Graduation Honors

A student will earn graduation honors by meeting all of the following criteria:

(1) achieving the required cumulative grade point average (GPA) in non-repeated courses at the time of graduation:

Summa Cum Laude	3.90-4.00
Magna Cum Laude	3.70-3.89
Cum Laude	3.50-3.69

(2) having no more than one-fifth of the total credits earned at Keystone used toward meeting graduation requirements in pass/fail courses.

Academic Probation

Students are placed on academic probation if they have attempted 0-19 credits and their cumulative GPA is less than 0.75; they have attempted 20-38 credits and their cumulative GPA is less than 1.85; or they have attempted 39-59 credits and their GPA is less than 1.90. Students on academic probation may not take more than 15 credits for the semester. Once students are on academic probation, they must earn at least a 2.00 GPA in subsequent semesters or be subject to possible academic suspension from the College.

All students on academic probation will be required to participate in special academic programs, such as Success Group classes. Students who do not adhere to the terms of these programs will be academically suspended from Keystone College.

Transfer students are also expected to attain the minimum GPA in courses taken at Keystone College. Grades of courses transferred from another college are not included when calculating the GPA at Keystone.

Students will be removed from academic probation when they earn a cumulative GPA of 2.00 or higher.

Academic Suspension

Academic suspension is a temporary separation of the student from Keystone College for a lack of academic progress. Students who have attempted 20 or more credits and earn a semester GPA of 0.00 are subject to academic suspension. Students with junior or senior class standing who have a cumulative GPA less than 2.00 are subject to academic suspension. Students who have served their suspension must apply for readmission to the College (page 18).

Academic Dismissal

Academic dismissal is a permanent separation from the College due to continued poor scholarship.

Academic Fresh Start

The Academic Fresh Start policy is designed to forgive the grades of those students who attended college and were not ready for the rigors of higher education at that time.

1. The student must formally request the fresh start, in writing, to the dean of the college, who will then bring the request to the Standing of Students committee.
2. The student must have been separated from Keystone College for a minimum of seven years.
3. The forgiven courses must have been taken before the separation from Keystone College. They do not apply to courses taken after the Academic Fresh Start.
4. The entire term or terms are forgiven. A student may not choose individual courses or semesters. It is an all-or-nothing policy.
5. The forgiven grades are shown as “WF” on the academic transcript, and are not factored in the grade point average.
6. The student must achieve a grade point average of 2.00 or higher in their first semester of Academic Fresh Start or suspension will result.

Additional Academic Policies

Class Attendance

Keystone provides small classes so that students and faculty can interact. Class attendance and participation are considered important for the education of all students. Therefore, students are expected to attend all classes. Faculty keep attendance records and report excessive absences. Poor attendance almost always results in lower grades either directly through reduction of the course grade by the instructor or indirectly through the failure to obtain information presented in class. Each instructor has his or her own attendance policy, which must be stated in the course syllabus. The policy describes the penalty for being absent from class.

Schedule Changes (Adding and Dropping Courses)

A student may add a course after the term begins during the first week of the class. Students must attend the first scheduled class after adding a course, or they may lose the right to be enrolled in the course.

A student may drop a course, but only prior to the completion of the first seven weeks of the term. A student may withdraw from a course (with a “W”) prior to the completion of the withdrawal period (see academic calendar p. 348.) A course cannot be dropped after the first two-thirds of the term unless special permission is granted by the dean of the college; this permission will be granted only in extraordinary circumstances. Some courses; however, cannot be dropped at any time unless special permission is given by the dean of the college; this permission will only be granted in extraordinary circumstances. The courses that

cannot be dropped are The First-Year Seminar (IDS 101), Critical and Analytical Reading (DVED 108), College Writing I (ENGL 101), and, if a student has been provisionally accepted, Coping Skills (DVED 140).

Students receiving financial assistance, including loans, should consult the Office of Financial Assistance and Planning prior to dropping courses.

For the “drop” to be official, students must submit to the registrar the appropriate official form for dropping a course with the signature of their academic adviser.

If a course is dropped during the first seven weeks of the term, the course is not recorded on the student’s official Keystone transcript. If a course is dropped during the withdrawal period (see academic calendar p. 355), a grade of “W” is recorded on the student’s official transcript. A “W” does not have any impact on the student’s grade point average.

Corequisites and Prerequisites

Only curriculum coordinators or division chairs may waive prerequisites or corequisites.

Academic Honesty

1. Academic integrity is expected in all class-related endeavors. Students who have questions regarding issues of academic dishonesty should refer to the College regulations, which outline unacceptable behaviors in academic matters.
2. Faculty members who discover evidence of academic dishonesty should arrange to meet with the student as soon as possible to discuss the allegation. Prior to this meeting, the faculty member should consult with the vice president of academic affairs to review the allegations.
3. If the student acknowledges the act of academic dishonesty, and the faculty member is satisfied that the incident has been effectively resolved, then:
 - a. the faculty member should discuss the College wide policy on academic dishonesty, included in the course syllabus;
 - b. the faculty member will forward a written summary of the incident and the resolution to the dean of the college;
 - c. the dean of the college will contact the student to arrange a meeting to review the College standards of conduct related to academic dishonesty;
 - d. if the student is currently in good disciplinary standing, sanctions will range from disciplinary probation for at least one calendar year to expulsion from the College.
 - e. if the student is not in good disciplinary standing, a formal disciplinary hearing will be scheduled to determine the appropriate disciplinary sanction, which may include expulsion from the College.
4. If the student denies the allegation of academic dishonesty, or the faculty

member believes the severity of the incident may warrant a sanction more severe than disciplinary probation, then:

- a. the faculty member will forward a written summary of the incident to the dean of the college. This summary must contain copies of all evidence including the names of any witnesses. The student will have access to all material given to the All-College Judicial Board;
 - b. the dean of students will contact the student to arrange a meeting to review the student's rights in the judicial process, the charges against the student, and the hearing procedure;
 - c. a formal disciplinary hearing will be scheduled as soon as possible to determine if a violation of College regulations has taken place and, if so, the appropriate sanction to apply;
 - d. no grade penalty should be assigned by the instructor until the hearing panel determines that an act of academic dishonesty has occurred. If the charges cannot be resolved prior to the end of the current semester, no course grade should be assigned pending the outcome of the hearing;
 - e. the faculty member will be notified of the outcome of the disciplinary case in order to assign grade penalties for violations.
5. Students receiving a grade penalty for alleged academic dishonesty violations without adherence to the above procedure may file an academic grievance.

Eligibility for Extracurricular Activities

Full-time students are eligible to participate in all Keystone-sponsored activities unless the Committee on Standing of Students (SOS), the dean of the college, or the dean of students declares that such participation would jeopardize the best interests of the student or the College.

Eligibility for Athletics

To be eligible for intercollegiate athletic competition, a student must be enrolled full-time and carry a minimum of 12 credit hours per semester. The student must also satisfy all provisions of the eligibility rules stated by the National Collegiate Athletic Association (NCAA). The complete codes of eligibility standards are available for review in the Athletic Department and in publications distributed by the NCAA. The Director of Athletics can answer all questions pertaining to special conditions, such as the status of transfer students and summer study.

Leaving the College

Leave of Absence

During an ongoing term, students may request a leave of absence from

Keystone by completing and returning the leave of absence form available at the Office of the Registrar. Once approved, a student on leave will receive an “I” as the grade for all current courses. (See page 73 for details regarding this grade.) Please note that for financial aid purposes, a leave of absence can extend only 30 days or the student may not be eligible for financial aid for the term he/she returns to Keystone. Therefore, students receiving financial aid should consult the Office of Financial Assistance and Planning staff before requesting a leave of absence.

Withdrawal from the College

A student who wishes to withdraw from Keystone College must obtain a form from the Retention Office located on the second floor of Sickler Hall and complete an interview with the Retention Assistant. The date of the interview with the Retention Assistant or the initial contact with the Retention Assistant of decision to withdraw is documented as the official date of withdrawal. The only exception to the institutionally-determined date of official withdrawal is official notification/documentation from a doctor, hospital, or other extenuating official documentation. Resident students are required to vacate within 24 hours of official withdrawal notification or penalties may be assessed. Student who do not follow this procedure will not be considered officially withdrawn and will have all appropriate grades for courses in which they are enrolled into their official transcripts. Refunds follow the guidelines listed in the “Refund Policy” section of this catalog on page 33.

No withdrawal may occur after the official “last day to withdraw,” which is stated in the academic calendar (beginning on page 394), unless the dean of the college grants special permission due to extraordinary circumstances.

Honors Program

The Honors Program at Keystone benefits students of intellectual promise and high motivation who seek increasing challenge at the undergraduate level. The program is designed to recognize and encourage academic excellence, to stimulate students to work at their own pace, and to facilitate the exchange of ideas and information among students with different interests and in different disciplines. Honors students are placed in a challenging yet supportive environment within which they can develop their critical and creative thinking skills and find ways to use these skills to make a difference in the larger community. The Honors Program provides co-curricular activities, service opportunities, and intellectual and social support, adding significant dimensions to the students’ academic program.

Students admitted to the Honors Program will be enrolled in a special, enriched section of English 101 (College Writing I - The Basics of Academic Writing). In later semesters, students enrolled in a baccalaureate degree program must acquire an additional 18 Honors-designated credits, and students pursuing an

associate degree program must acquire an additional 9 credits (an average of one course per semester). A contract will be signed by the students and faculty for each Honors-designated course, outlining additional requirements. Students must have a minimum grade of “B” in both the course and the Honors component of the course for Honors designation on the transcript. As seniors, Honors students will complete a senior thesis project and presentation.

Selected first-time first year students who were not admitted into the Honors Program upon acceptance to Keystone College may enter the Honors Program at the end of their first semester if they are recommended by at least two instructors and have earned a minimum 3.5 GPA. An interview with the Director of the Honors Program is also required.

Students must maintain a 3.5 cumulative GPA to graduate with Honors designation. At commencement and on their diplomas, students in the Honors Program will be identified as Honors Scholars.

Honors Program students will also attend at least two Honors Seminars per semester, which will include guest speakers, cultural events, and other activities. In addition, the Presidential Book Club will meet each semester with the president, Dr. Edward G. Boehm, Jr., to discuss an assigned book.

Honor Program students enrolled on a full-time basis may be eligible for a scholarship from one-half (plus fees) up to full tuition, including fees.

Academic Advising

Upon entry to Keystone College, all students are assigned academic advisers appropriate to their majors. These academic advisers help students coordinate their academic plans during their years at the College. **The academic adviser also helps the advisee plan for graduation; however, the student assumes full responsibility for meeting graduation requirements.**

Transfer Advising

Transferring to another college after graduating from Keystone College is facilitated through the use of a computerized transfer information system, and consultation with the student’s academic adviser.

Outgoing Articulation Agreements

Keystone has established many relationships with other four-year institutions which have resulted in both formal and informal cooperative transfer/referral agreements for students wishing to transfer after completing their associate degree program. Many of these Cooperative Transfer Agreements involve two years of attendance at Keystone with direct transfer to the baccalaureate programs in specified academic disciplines at other four-year institutions.

Students interested in taking advantage of a transfer agreement should do the following:

(1) Contact an academic adviser or head of the appropriate academic division at Keystone.

(2) Contact the transfer school admissions office.

Cooperative Transfer Agreements vary from school to school and within specific academic disciplines within schools. Agreements are continually being updated. Some agreements require a commitment during the first semester at Keystone.

Some formal discipline-specific Cooperative Transfer agreements are:
Allied Health fields: College Misericordia, Thomas Jefferson University - College of Allied Health, State University of New York (SUNY): Upstate Medical University;
Art: Atlanta College of Art, Alfred University, University of Arts, Fashion Institute of Technology (toy design), The School of Visual Arts; Environmental Science: SUNY College of Environmental Science and Forestry at Syracuse; Pre-Medical: King's College (Physician Assistant), SUNY: Upstate Medical, Logan College, New York College of Chiropractic, Parker College of Chiropractic. Students interested in obtaining information on other programs and graduate studies may contact the Career Development Center.

Career Development Center

The Career Development Center assists students in clarifying their career goals and in obtaining employment. Recruitment and interviews are conducted on and off campus with national, state and local companies for full-time, part-time, and seasonal employment. The Center also offers assistance in resume preparation and in developing professional cover letters. Listings of full-time, part-time and seasonal jobs, as well as internships and Cooperative Education work experience are available for students to review on the College Central Network. As the student nears the completion of studies at Keystone College, assistance is available for researching the next appropriate level of education.

Internships and Cooperative Education (Co-op) work experiences are offered to all students who meet the specific criteria of eligibility. These internships and Co-op experiences provide a supervised period of practical work experience that is integrated into the academic program. This programs assists students in applying classroom principles in real-world situations, exploring occupational fields, and observing the sociological, technological and occupational conditions of a work site. Students in good academic standing who have completed 15 credit hours may participate in the Co-op Program.

Participation in a Cooperative Education work experience must be preceded by an approved contract, signed by the student, faculty mentor, employer, and director of the Career Development Center. The contract indicates the condition of the Cooperative Education work experience. Credits may be assigned on the basis of 40 hours of work per credit, and students may earn a maximum of six credits in this program. Grading can be either pass/fail or a letter grade (with the approval of the faculty mentor). In addition to submitting the completed

Cooperative Education contract to the Career Development Center, the student must also register for credits by submitting a signed registration form to the Office of the Registrar. Students must register in order to earn the credits. At the completion of the Co-op, all completed paperwork should be returned to the Career Development Center. In some majors, Cooperative Education may be used as a free elective. Students should check with their academic adviser for applicability of Co-op credits within their majors. For more information on accessing Career Development services, please visit www.keystone.edu.

Center for Excellence and Leadership

Committed to providing excellence in continuing education for individuals, small businesses, and corporation, the Keystone College Center for Excellence and Leadership offers non-credit program in a variety of subject areas, including: Computers, Microsoft® Office (including preparation for Microsoft® Office Master Certification), personal enrichment, management, leadership, food and beverage certification, and more.

The Center also provides custom-designed training programs to meet the needs of your organization. Contact the Center for Excellence and Leadership at 570-945-8009 today for more information.

Center for Service Learning

The Center for Service learning was created in 1999 to provide members of the Keystone Family meaningful opportunities to serve the needs of the community. During its short history, the Center for Service Learning has already documented nearly 50,000 hours of service.

Each semester, the Center for Service Learning oversees dozens of innovative service projects. Such projects include: Special Olympics, Ronald McDonald House, ARC Dances, Big Brother/Big Sister Halloween Festival, Lupus Walk, campus blood drives, United Way Day of Caring, voter registration drives, St. Francis of Assisi Soup Kitchen, and the Friends of the Poor Thanksgiving Dinner. The Center for Service learning also sponsors the annually Alternative Spring Break Trip to give the students a chance to serve beyond the local community. Past trips have been to Washington, D.C.; Nassau, Bahamas; New Orleans, Louisiana; Keystone, West Virginia; and Miami, Florida.

There are several ways to get involved in service through the Center for Service Learning. Students may become student assistants at the center for Service Learning and help plan and administer the service projects. Students may also join the very active Keystone Service Club, which involves social activities as well as service. Many of the students' classes, including IDS: First-Year Seminar, require service learning projects as part of the coursework. Finally, everyone in the

Keystone Community is welcome to simply sign-up and volunteer for any scheduled service project.

Chamberlin Center for Student Services

The Chamberlin Center for Student Services provides assistance to students relating to their academic and personal needs. The goal of the Chamberlin Center is to provide guidance and support, while nurturing each student's growth and well-being, both in the classroom and beyond.

Mission Statement

The Chamberlin Center for Student Services encourages students to become self-actualized individuals by providing support and resources for them to attain their personal and academic goals.

Counseling

The mission for the Counseling Department is to enable an optimal educational experience for Keystone College students by providing tailored, theoretically-based, personal, academic and career guidance in individual and group settings; to create and facilitate meeting successful individualized treatment goals and present developmental education aimed at maximizing human potential; to develop a safe, interdependent community through self-awareness, cultural understanding and service.

Keystone counselors provide short-term personal counseling, acute care for crisis situations, consultation, coordination of care for students already being treated, and referral to appropriate professional services when necessary. All counseling is confidential. There is no fee for services.

Office of Multicultural Affairs

The Office of Multicultural Affairs serves as a resource center for all students of all backgrounds and provides programming and special events for the campus by organizing in-house workshops, seminars, and conferences, and by hosting guest speakers, cultural activities, and consortium programs. Keystone College strongly believes that significant language and intercultural learning occurs in informal as well as academic situations

Peer and Professional Tutoring Services

Keystone College is a supportive academic environment that is reinforced by its peer and professional tutoring services. The tutoring program is staffed by peer and professional tutors who offer individual and group study sessions in most courses. **All tutoring is free of charge.** Supplemental instruction is also available

in conjunction with some of the courses offered at Keystone.

Located in the Chamberlin Center, the Tutoring/Writing Center offers academic support to meet students' educational needs. Peer and professional tutors and writing specialists are available during the week. The Tutoring/Writing Center has computers available for student use. The hours of operation are publicized frequently during the school year, and tutors are available both day and evening hours, Monday through Thursday.

Student Services

ACT 101

ACT 101 is a state-funded program designed to promote academic excellence for select students who demonstrate the potential for achievement. It is a student support program that assists in the development of academic and leadership skills. Tutoring, counseling, advising, career, and adult student services are all key components of the ACT 101 Program.

To further enrich the students' college experience, the ACT 101 Club offers exciting recreational, social, and cultural activities and monthly meetings. The Act 101 Office is located in Patrick Hall along College Avenue.

Counseling

Counseling is a process of assessing both academic and personal growth, discovering one's potential, and developing plans that will create a healthy and satisfying lifestyle. Although counseling can be based on crisis resolution, it can also come about through an interest in learning more about oneself and realizing true potential through personal responsibility. Personal, academic, transfer, vocational, crisis, and career counseling is provided along with group learning experiences and personal development.

Vocational Education Program

Through the Perkins Local Plan, Keystone College offers priority-access services in the areas of tutoring, career planning, job preparation, and computer skills to qualifying students enrolled in two-year career-oriented programs.

Vocational Education offers organized educational programs which prepare students for employment in emerging occupations upon completion of specified associate degrees. Keystone College offers a variety of Vocational Education programs in many curricular areas.

FERPA Policy Statement

Overview

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, protects the privacy of a student's educational records. All of

the rights under FERPA belong to the student, once he or she has enrolled in a post-secondary institution.

Students' rights under FERPA include:

- the right to inspect and review information contained in educational records;
- the right to request amendment of educational records to ensure they are not inaccurate, misleading, or otherwise in violation of privacy or other rights;
- the right to consent to disclosure, with certain exceptions that are specified in the Act (see below under Directory Information), of personally identifiable information contained in educational records;
- the right to be apprised of this policy on an annual basis;
- the right to file complaints with the Department of Education concerning alleged failure of the College to comply with the Act.

Waivers

No one other than the student is granted access to the student's educational records unless the student has signed a waiver specifically for that person. First-year and transfer students are given the opportunity to sign the waiver when they attend a Mapping Day. A waiver remains in effect throughout a student's time at Keystone College, unless he/she revokes it in writing in the Registrar's Office.

Directory Information

FERPA allows the College to release certain "Directory Information" about our students without the need for a waiver. This information includes:

- full name
- address
- College e-mail address
- telephone number
- date and place of birth
- major
- degrees and awards received
- dates of attendance
- most recent previous school attended
- classification (first-year, sophomore, junior, or senior)
- participation in College-recognized activities and sports
- weight and height (members of athletic teams only)
- photograph
- enrollment status (full- or part-time)

Directory Information does *not* include:

- Social Security number
- student identification number
- race
- ethnicity
- nationality

- gender

A student can direct the College *not* to release her/his Directory Information by completing the appropriate form in the Registrar's Office. The College accepts no liability for any Directory Information released before a student completes this form.

Releasing Information

Keystone College does not publish Directory Information to vendors. A student's educational records may not be released without the student's specific written consent, with the following exceptions:

- to College officials, including instructors, who have a legitimate educational interest and need to know;
- to officials at institutions at which the student is seeking to enroll;
- to the parents of a dependent student as defined by the Internal Revenue Code;
- upon receipt of a lawfully issued subpoena or court order;
- in a health or safety emergency; or
- in any other circumstances permitted by the regulations of the U.S. Department of Education.

Billing and Grade Reports

Bills are sent in the student's name directly to the permanent address listed for the student. For students who have signed waivers, grade reports (mid-term and final) are mailed to the person(s) listed on the waiver.

Mid-term grades are unofficial records of student performance and attendance up to that point in the semester. It should be noted that mid-term grades are assigned only for the purpose of informing students of their progress. Only final grades become part of a student's official transcript.

Student Access to their Records

In accordance with FERPA, students, upon request, will be given access to all of their evaluative or opinion records established by Keystone College. Such records include those maintained by the Registrar, the Career Development Center, and the Office of the Vice President of Student Affairs. These records will be open to inspection in the presence of the appropriate College official. A student must make an appointment at least one day in advance to review his/her records. The College will also maintain, as part of the student's education records, a list of all outside people or agencies who have had access to the student's records without the student's prior consent.

Information Students May Not Access

The following information will not be released to any student:

- letters of reference and recommendation placed in a student's file prior to

January 1, 1975;

- confidential letters and statements of recommendation placed in the student's education records after January 1, 1975, if the student has waived his or her right to inspect and review those letters and statements and those letters and statements are related to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition;
- parents' financial records, unless written authorization has been obtained from the parents;
- private notes created by College officials to serve as memory aids.

Other Types of Information

FERPA deals with students' educational records. The College maintains other records on current and former students (such as medical records, counseling records, employment records of students working for the College, and alumni records). These other records, while not specifically covered by FERPA, are still carefully safeguarded in order to protect privacy rights. Specifically, medical records are covered by HIPAA (Health Insurance Portability and Accountability Act) and Keystone's Health Services follow these regulations. In addition, our Office of Human Resources follows all regulations pertaining to the employment of a student. For information on records not covered by FERPA, the student should contact the appropriate office.

Definition of Terms in this Policy

A "College official" is:

- a. a person employed by the College in an administrative, supervisory, academic, research, or support staff position;
- b. a person employed by or under contract to the College to perform a special task, such as an attorney or auditor;
- c. a person serving on the Board of Trustees; or
- d. 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 College official has a "legitimate educational interest" if the official is:

- a. performing a task that is specified in his/her position description or by a contract agreement;
- b. performing a task related to a student's education;
- c. performing a task related to the discipline of a student; or
- d. providing a service or benefit relating to the student or student's family, such as health care, counseling, academic or job placement, or financial aid.

Dissemination of this Policy

FERPA requires that students be notified and reminded of this policy annually.

Therefore, this policy will be published in the College *Catalog*, in the *Student Information Guide*, and on the College's Web site. In addition, students will be reminded of the policy once each semester by way of campus-wide e-mails and notices in billing statements.

Amending Educational Records and Registering Complaints

Under FERPA regulations, Keystone College must allow students to inspect and review his or her educational records. A student may seek to amend those records if he or she thinks the records contain inaccurate or misleading information contained in them. However, the College is not required to consider requests for amendment that seek to change a grade or disciplinary decision, or to seek to change the opinions or reflections of a school official or other person reflected in an educational record.

In addition, students have the right to file a complaint with the US Department of Education if they feel their rights under FERPA have been compromised.

Any student wishing to pursue such issues should contact the Registrar's Office for appropriate processes, forms, and addresses.

Sources Consulted in Developing this Policy

- <http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/students.html>
- <http://www.unt.edu/ferpa/index.html>

The General Education Program

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The Keystone College Philosophy of General Education

As a college that educates students in the liberal arts tradition, Keystone College maintains that:

1. A person who is well-educated in a wide variety of subjects, ideas, and perspectives will function more productively in the world than a person who is not.
2. General Education is an effective system for assuring that a Keystone graduate is a well-educated person.
3. General Education includes both coursework and experiences beyond the classroom.
4. General Education at Keystone is integrated with our major curricula; each supports and reinforces the other. General Education courses provide skills and perspectives which give depth to the students' discipline studies, and courses in the students' majors will also emphasize and support the General Education Objectives.
5. Each student's educational experience is unique; however, Keystone College's General Education assures that our students maintain a commonality with all Keystone graduates. Students share a common base of courses while also having the opportunity to make choices about their own education.

The Goals of General Education at Keystone College

Stemming from the beliefs put forth above, Keystone College has the following Goals for General Education:

1. Our graduates are prepared to achieve personal and professional success.
2. Our graduates are prepared for lifelong learning, growth, and development.
3. Our graduates understand the complexity of the world we share.
4. Our graduates are prepared to be engaged, productive, service-oriented, ethical members of society.

The Objectives of General Education at Keystone College

To achieve the Goals listed above, Keystone College expects our graduates to meet the following General Education Objectives:

1. Think clearly, logically, critically, and creatively;
2. Solve problems;
3. Interact productively with technology;
4. Conduct research and use information appropriately;
5. Manage and take responsibility for their own education and lives;
6. Communicate clearly through writing, interpersonal interactions,

- and presentation skills;
7. Behave in an informed and ethical manner;
8. Demonstrate an appreciation of and respect for the physical world;
9. Demonstrate an appreciation of and respect for human cultures, and/or societies;
10. Demonstrate an appreciation of creative, artistic works.

The College uses a wide variety of methods to measure and determine student success in achieving these objectives, with appropriate measurements and criteria on the associate degree level and an advanced set of measurements and criteria on the bachelor's degree level.

Students transferring to Keystone College with an associate degree will likely have completed many of the General Education Requirements. The registrar, in conjunction with faculty, will determine whether or not a student has completed the various requirements, including The Keystone Experiences.

THE GENERAL EDUCATION REQUIREMENTS OF KEYSTONE COLLEGE

In order to help students achieve the Goals and Objectives discussed above, Keystone College has adopted specific General Education Requirements for each of the degrees it offers.

I. The Baccalaureate Degrees

A. General Education Requirements for the Bachelor of Arts Degree

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take their first semester may be limited. The credits and quality points earned are included in student averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping. See the Course Descriptions section of the Catalog beginning on page 276 for details on course content.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM	107	Speech Communication

PHED	105	Wellness and Fitness
IT	105	PC Office Applications

(ART 114 may substitute in appropriate majors).

1 course in Math
1 course in Ethics

23 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines:

- 3 courses in Arts and Humanities, at least one of which is at the 200 level or above;
- 3 courses in Social and Behavioral Sciences, at least one of which is at the 200 level or above;
- 3 courses in Math and Natural Sciences, at least one of which is at the 200 level or above (one course must be a Laboratory course, one must be a Math course higher than MATH 101).

27 credits minimum

THE ENRICHMENT REQUISITES

These requirements are intended to enhance students' abilities in ways that are rewarding both personally and professionally.

Writing Intensive Requisite—At least one course that a student takes at Keystone (in addition to ENGL 101 and ENGL 102) must be a designated Writing Intensive Course. This course may be a General Education course, a course in the student's major, or an elective course.

Diversity Awareness Requisite—At least one course that a student takes at Keystone must be a designated Diversity Awareness Course. This course may be a General Education course, a course in the student's major, or an elective course.

Service Learning Requisite—At least one course that a student takes at Keystone (in addition to IDS 101) must be a designated Service Learning Course. This course may be a General Education course, a course in the student's major, or an elective course.

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The

Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student's major, in keeping with Keystone's philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education Experience (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student's first and sophomore years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student's work done in the first two years. It is intended as a "bridge" to further study as a rising junior or as a "bridge" to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore or junior years.

Capstone Experience—This Experience is intended as a final project, usually completed in the last semester. The project allows students to show that they are prepared to succeed in their chosen field.

B. General Education Requirements for the Bachelor of Science Degree

As Keystone College has implemented these new general education requirements, there may be discrepancies between these requirements and what is listed in the major curricula. Students should contact their academic advisers to resolve any discrepancies.

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take their first semester may be limited. The credits and quality points earned are included in student averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college

atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM	107	Speech Communication
PHED	105	Wellness and Fitness
IT	105	PC Office Applications
(ART 114 may substitute in appropriate majors.)		
1 course in Math		
1 course in Ethics		

23 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines:

- 2 or more courses in Arts and Humanities, at least one of which is at the 200 level or above;
- 2 or more courses in Social and Behavioral Sciences, at least one of which is at the 200 level or above;
- 2 or more courses in Math and Natural Sciences, at least one of which is at the 200 level or above (one course must be a Laboratory course).

24 credits minimum

THE ENRICHMENT REQUISITES

These requirements are intended to enhance students’ abilities in ways that are rewarding both personally and professionally.

Writing Intensive Requisite—At least one course that a student takes at Keystone (in addition to ENGL 101 and ENGL 102) must be a designated Writing Intensive Course. This course may be a General Education course, a course in the student’s major, or an elective course.

Diversity Awareness Requisite—At least one course that a student takes at Keystone must be a designated Diversity Awareness Course. This course may be a General Education course, a course in the student’s major, or an elective course.

Service Learning Requisite—At least one course that a student takes at Keystone (in addition to IDS 101) must be a designated Service Learning Course. This course may be a General Education course, a course in the student’s major, or an elective course.

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student's major, in keeping with Keystone's philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education Experience (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student's first and sophomore years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student's work done in the first two years. It is intended as a "bridge" to further study as a rising junior or as a "bridge" to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore or junior years.

Capstone Experience—This Experience is intended as a final project, usually completed in the last semester. The project allows students to show that they are prepared to succeed in their chosen fields.

II. The Associate Degrees

A. General Education Requirements for the Associate in Arts Degree

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take first semester may be limited. The credits and quality points earned are included in students' averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college

atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM	107	Speech Communication
PHED	105	Wellness and Fitness
IT	105	PC Office Applications
(ART 114 may substitute in appropriate majors.)		
1 course in Math		

20 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines.

- 2 or more courses in Arts and Humanities;
- 2 or more courses in Social and Behavioral Sciences;
- 2 or more courses in Math and Natural Sciences, at least one of which must be a Laboratory course.
- Sufficient Liberal Arts courses in the curriculum or as free electives to make the 25 credit minimum (see listing of Distribution courses).

25 credits minimum

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student’s major, in keeping with Keystone’s philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education Experience (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student’s first and sophomore years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student’s work done in the first two years. It is intended as a “bridge” to further study as a rising junior or as a “bridge” to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore year.

B. General Education Requirements for the Associate in Science Degree

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take first semester may be limited. The credits and quality points earned are included in students’ averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM	107	Speech Communication
PHED	105	Wellness and Fitness
IT	105	PC Office Applications
(ART 114 may substitute in appropriate majors.)		

1 course in Math

20 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines:

- 2 or more courses in Arts and Humanities;
- 2 or more courses in Social and Behavioral Sciences;
- 2 or more courses in Math and Natural Sciences, at least one of which must be a Laboratory course.

18 credits minimum

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student's major, in keeping with Keystone's philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student's first and sophomore years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student's work done in the first two years. It is intended as a "bridge" to further study as a rising junior or as a "bridge" to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore year.

C. General Education Requirements for the Associate in Applied Science Degree

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take first semester may be limited. The credits and quality points earned are included in student averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM 107		Speech Communication
PHED	105	Wellness and Fitness
IT	105	PC Office Applications
		(ART 114 may substitute in appropriate majors.)
1 course in Math		

20 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines.

- 1 course in Arts and Humanities or
- 1 course in Social and Behavioral Sciences or
- 1 course in Math and Natural Sciences.

3 credits minimum

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student’s major, in keeping with Keystone’s philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education Experience (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student’s first and sophomore

years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student’s work done in the first two years. It is intended as a “bridge” to further study as a rising junior or as a “bridge” to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore year.

D. General Education Requirements for the Associate in Fine Arts Degree

Students must either test out of or take DVED 108: Critical and Analytical Reading, in addition to graduation requirements. Students who must take DVED 108 are expected to do so in their first semester at Keystone College. When students take DVED 108, they earn two credits, and the number of credits they take first semester may be limited. The credits and quality points earned are included in student averages; however, these credits do not count toward fulfilling graduation requirements.

THE CORE

This set of courses is intended to acclimate students to the college atmosphere and the learning environment, while also giving them a common base of skills for thinking, learning, communicating, and coping.

IDS	101	The First-Year Seminar
ENGL	101	College Writing I
ENGL	102	College Writing II
COMM	107	Speech Communication
PHED	105	Wellness and Fitness
ART	114	Electronic Media in the Arts
1 course in Math		

20 credits minimum

THE LIBERAL ARTS DISTRIBUTION

This set of courses is intended to help students achieve a wider perspective of the world we share. Students will have choices of how to fulfill these requirements, which will allow them to investigate their interests beyond their major disciplines.

- 2 courses in Arts and Humanities (fulfilled by ART 101 and ART 102)
- 1 course in Social and Behavioral Sciences.
- 1 course in Math or Natural Sciences.

THE KEYSTONE EXPERIENCES

These experiences are intended to enhance student classroom learning in ways that will help them use their college education for professional success. The Keystone Experiences may be separate credit-bearing courses, or they may be embedded within credit-bearing courses, or they may be non-credit-bearing. The Keystone Experiences, while they are part of the General Education Requirements, are usually administered through the student's major, in keeping with Keystone's philosophy that General Education and the major curricula are integral to one another.

The First-Year Student Experience—This Experience is achieved through IDS 101: The First-Year Seminar, taken in the first semester. The course assists students in becoming a part of the Keystone community, while enhancing their study and learning skills and helping them understand what it means to be a scholar in their chosen discipline.

Real World Experience—This Experience is accomplished through a Cooperative Education Experience (Co-op), Field Experience, Practicum, or other off-campus experience, usually done in the summer between the student's first and sophomore years or during the sophomore year. It assists students in determining if they have chosen a major discipline in which they enjoy working.

Bridge Experience—This Experience is a culminating project integrating all of a student's work done in the first two years. It is intended as a "bridge" to further study as a rising junior or as a "bridge" to the world of work.

Portfolio Development Experience—This Experience is intended to help students begin creating a professional portfolio that can be used to document their achievements and qualifications. It is usually accomplished as part of a course in the sophomore year.

Distribution Requirements

A list of courses which may be used to fulfill the arts and humanities, social and behavioral sciences, and mathematics and sciences distribution requirements follows.

Arts and Humanities

The distribution courses in this learning area provide students with the means to analyze and understand knowledge and interpretive frameworks through which students may reflect on the complexity of human history, assess the difficulties of determining moral values, appreciate the range and value of human emotion and thought, and increase their sensitivity to the varieties of aesthetic expression.

Art 101, 102, 103, 104, 105, 107, 109, 110, 205, 207, 209, 210, 215, 221, 225, 228, 231, 301, 305, 309, 315, 321, 325, 328, 331, 385

Communications 104, 105, 301, 310, 315, 328, 410, 428

English 201, 202, 203, 204, 211, 220, 221, 222, 315, 328, 330, 333

Film 110, 350

History 101, 102, 109, 110, 302

Leadership 110, 310, 410

Music 101, 105, 301

Philosophy 101, 102

Religion 206

Spanish 101, 102, 201, 202

Theatre 104, 105, 204, 205, 304

Social and Behavioral Sciences

The distribution courses in this learning area provide students with the means to analyze and understand the social institutions in which they live, as well as the behavior of individuals in relating to one another and the world.

Anthropology 101, 212, 220

Criminal Justice 201, 205, 210, 317, 440

Economics 201, 202

Education 201, 211, 216

Geography 101, 340

History 101, 102, 109, 110, 302

Political Science 101, 201, 205, 207, 301, 302, 303

Psychology 101, 200, 201, 202, 210, 307, 311, 314, 315, 325, 335, 401, 402

Sociology 101, 201, 204, 205, 206, 210, 301, 350

Science and Mathematics

The distribution courses in this learning area provide an appreciation of

the physical and biological environment, introduce students to the discipline of systematic inquiry, provide insight into experimental methods and results, or illustrate the role and methods of the mathematical sciences.

*Courses marked with an asterisk satisfy laboratory science requirements.

Biology 101*, 102*, 105*, 106*, 108, 109, 110*, 111*, 112*, 113*, 114*, 130*, 200, 210, 211*, 213, 214*, 215*, 220, 230*, 310*, 315*, 320*, 325, 328*, 330*

Chemistry 105*, 106*, 110*, 203*, 204*, 215*, 225*

Environmental Science 305, 328*

Mathematics 102, 110, 111, 113, 200, 205, 225, 230, 310, 314, 315, 320, 325, 330, 335, 340

Physical Science 101*, 102*, 103, 104, 108*, 109, 110, 201*, 205

Physics 115, 200*, 205*

Requisite Courses

A list of courses which may be used to fulfill the Diversity Awareness, Writing Intensive, and Service Learning Requisites follows.

Writing Intensive

Art 301
Biology 240, 445, 450
Business 212
Communications 301, 310, 328, 410, 428
Criminal Justice 301, 330, 450
English 201, 202, 203, 204, 209, 210, 211, 220, 221, 222, 305, 328, 330, 335
Environmental Science 215
History/Political Science 302
Political Science 303

Diversity Awareness

Anthropology 212, 220
Art 385
Biology 220, 240
Business 330
Communications 428
Education 320
English 222, 328
Environmental Science 215
Geography 340
History 302
Mathematics 200
Political Science 207, 301, 302, 303
Religion 206
Sociology 205, 206, 301
Spanish 202
Sport and Recreation Management 201

Service Learning

Art 385, 433
Biology 210, 240, 450
Business 330
Communications 225
English 328
Environmental Science 215, 445
Political Science 201, 210
Sport and Recreation Management 201, 313, 405

Baccalaureate Degree Programs

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Accounting Bachelor of Science

Curriculum Coordinator: Patti Davis, Professor

The flexibility of the accounting major at Keystone College provides students with the opportunity to focus on courses designed to help prepare them for the CPA exam, the CMA exam, or any of the many general accounting career options.

In today's fast-paced corporate environment, accountants play a vital role in any successful company. Accountants undertake challenging and rewarding tasks, ranging from developing merger and acquisition strategies to supervising quality-management programs and using advanced information systems to track financial performance.

A degree in accounting from a program that offers a sound academic foundation and valuable professional experience can be the starting point for a successful business career.

Students who have completed their Associate in Applied Science in Accounting at Keystone College may apply to the Bachelor of Science program.

Non-accounting majors may minor in accounting (see page 270). An accounting minor may be useful for students who want to manage their own business or who will work with accounting information in their field.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Business (BUSN) 330 - Business Ethics

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹

Arts and Humanities Elective (200-level or higher)¹

Economics (ECON) 201 - Principles of Economics I

Economics (ECON) 202 - Principles of Economics II

Mathematics (MATH) 205 - Statistics

Mathematics (MATH) 314 - Statistics and Research

Science Elective - Laboratory Course¹

Curriculum Courses:

Accounting (ACCT) 103 - Managerial Accounting

Accounting (ACCT) 108 - Financial Accounting

Accounting (ACCT) 201 - Intermediate Accounting I

Accounting (ACCT) 202 - Intermediate Accounting II

Accounting (ACCT) 205 - Cost Accounting

Accounting (ACCT) 207 - Intermediate Accounting III
 Accounting (ACCT) 209 - Individual and Business Taxes
 Accounting (ACCT) 301 - Accounting Information Systems I
 Accounting (ACCT) 302 - Auditing
 Accounting (ACCT) 303 - Accounting Information Systems II
 Accounting (ACCT) 304 - Accounting Policy and Professional Responsibility
 Accounting (ACCT) 305 - Advanced Cost Accounting
 Accounting (ACCT) 401 - Advanced Accounting
 Accounting (ACCT) 423 - Accounting Internship²
 Accounting (ACCT) 450 - Senior Seminar/Capstone
 Business (BUSN) 201 - Principles of Management
 Business (BUSN) 212 - Written Communication
 Business (BUSN) 306 - Financial Management
 Business (BUSN) 333 - Business/Civil Law
 Business (BUSN) 401 - Organizational Behavior
 Business (BUSN) 406 - Advanced Financial Management
 Information Technology (IT) 200 - Intermediate Office Applications
 Information Technology (IT) 210 - Electronic Spreadsheets
 Information Technology (IT) 300 - Advanced PC Office Applications
 Information Technology (IT) 335 - Advanced Spreadsheets
 Curriculum Elective³

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 127 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

ACCT 103 Managerial Accounting
 COMM 107 Speech Communication
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 MATH Basic Algebra or higher-level MATH
 PHED 105 Wellness and Fitness

Second Semester (Spring)

ACCT 108 Financial Accounting
 Arts and Humanities Elective¹
 BUSN 201 Principles of Management
 ENGL 102 College Writing II
 IT 105 PC Office Applications

Third Semester (Fall)

ACCT 201 Intermediate Accounting I
 ACCT 209 Individual and Business Taxes
 BUSN 212 Written Communication
 BUSN 333 Business/Civil Law
 ECON 201 Principles of Economics I
 IT 200 Intermediate PC Office Applications

Fourth Semester (Spring)

ACCT 202 Intermediate Accounting II
 ACCT 205 Cost Accounting
 Arts and Humanities Elective
 (200-level or higher)¹
 ECON 202 Principles of
 Economics II
 IT 210 Electronic Spreadsheets
 MATH 205 Statistics

Fifth Semester (Fall)

ACCT 207 Intermediate Accounting III
ACCT 301 Accounting Information Systems
ACCT 302 Auditing
ACCT 305 Advanced Cost Accounting
BUSN 330 Business Ethics

Seventh Semester (Fall)

ACCT 401 Advanced Accounting
ACCT 423 Accounting Internship³
BUSN 401 Organizational Behavior
Science Elective - Laboratory Course²

Sixth Semester (Spring)

ACCT 303 Accounting Information Systems II
ACCT 304 Accounting Policy
BUSN 306 Financial Management
Curricular Elective⁴
IT 300 Advanced PC Office Applications

Eighth Semester (Spring)

ACCT 450 Senior Seminar/Capstone
BUSN 406 Advanced Financial Management
IT 335 Advanced Spreadsheets
MATH 314 Statistics and Research

Students must obtain an average 3.00 GPA for all Accounting courses. Students who do not attain this requirement will be unable to continue as Accounting majors. However, the students may be eligible to continue at Keystone College in other majors.

Footnotes:

¹Please see page 104 of this catalog for a listing of courses fulfilling this requirement.

²Students normally take a 6-credit accounting internship. Students planning on taking the CPA or CMA exams must take the 6-credit internship. All students require the signature of the curriculum coordinator to take fewer than 6 credits and must take sufficient curricular elective credits.

³Curricular Elective to be chosen from BUSN, IT, or LEAD courses at the 300- or 400- level.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Biological Science Natural Science Environmental Biology Concentration Bachelor of Science

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The biological science major is offered in several tracks. The environmental biology track is available for those students interested in environmental issues as applied to biology. The goals of this program are to provide students with a solid scientific background in the field of environmental biology, to introduce them to useful tools that they can use in their careers (e.g., statistics, sampling methodology, GIS) and to allow them to explore applied aspects of scientific theory.

Graduation Requirements

Developmental Education (DVED) 108 – Critical and Analytical Reading (see page 95)

Core Courses:

Communication (COMM) 107 – Speech Communication
English (ENGL) 101 – College Writing I
English (ENGL) 102 – College Writing II
Environmental Science (ENVT) 215 - Environmental Ethics
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 – The First-Year Seminar
Mathematics (MATH) – Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 – Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective¹
Arts and Humanities Elective – 200-level^{1,8}
Biology (BIOL) 113 – General Biology I
Biology (BIOL) 114 – General Biology II
Social and Behavioral Science Elective^{1,6}
Social and Behavioral Science Elective – 200-level¹
Mathematics (MATH) 205 – Statistics⁹

Curriculum Courses:

Biology (BIOL) 108/109 - Introduction to Field Biology²
Biology (BIOL) 214 - Introductory Ecology
Biology (BIOL) 215 – Genetics
Biology (BIOL) 445 – Biology Seminar and Research
Biology (BIOL) 450 – Biology Capstone Project
Chemistry (CHEM) 105 – General Chemistry I
Chemistry (CHEM) 106 – General Chemistry II
Chemistry (CHEM) 203 – Organic Chemistry I
Chemistry (CHEM) 204 - Organic Chemistry II
Chemistry (CHEM) 215 - Environmental Chemistry
Cooperative Education Experience (COOP)³

Environmental Science (ENVT) 210 - GIS/GPS
 Environmental Science (ENVT) 225 - Environmental Policy and Management
 Environmental Science (ENVT) 423 P -Internship Prep⁴
 Environmental Science (ENVT) 423 - Internship⁵
 Mathematics (MATH) 225 - Calculus I
 Mathematics (MATH) Elective - 200 or higher⁹
 Mathematics (MATH) 314 – Statistics and Research
 Natural Science Elective
 Natural Science Elective
 Natural Science Elective
 Natural Science Elective
 Physical Science (PHSC) 110 - Global Change: Introduction to Earth Systems
 Physical Science (PHSC) 201 - Physical Geology
 Physics (PHYS) 200 – General Physics I

Natural Science Electives: Students must choose four (4) courses from the following list. These courses are offered on a rotating basis and may not be offered every year.

Biology (BIOL) 130 – Introduction to Forensic Science
 Biology (BIOL) 211 – Microbiology
 Biology (BIOL) 310 – Cell Biology⁸
 Biology (BIOL) 315 – Wetland and Riparian Ecology
 Biology (BIOL) 320 – Instrumental Analysis
 Biology (BIOL) 325 – Biochemistry
 Biology (BIOL) 328 - Limnology
 Biology (BIOL) 335 – Wildlife and Fisheries Biology
 Biology (BIOL) 355 – Immunology
 Environmental Science (ENVT) 305 – Soils Science
 Environmental Science (ENVT) 325 - Environmental Law
 Environmental Science (ENVT) 328 – Hydrology
 Mathematics (MATH) 200 level or higher, not used as curricular elective above⁹
 Physical Science (PHSC) 205 – Earth Systems History
 Physics (PHYS) 205 – General Physics II

Free Electives:

Sufficient free electives must be taken to ensure the student has 130 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 113 General Biology I
 CHEM 105 General Chemistry I
 CIS 106 Introduction to Software Applications
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar

Second Semester (Spring)

BIOL 108/109 Introduction to Field Biology²
 BIOL 114 General Biology II
 CHEM 106 General Chemistry II
 ENGL 102 College Writing II
 MATH 225 Calculus I

Third Semester (Fall)

CHEM 203 Organic Chemistry I
COMM 107 Speech Communication
COOP Cooperative Education Experience³
ENVT 225 Environmental Policy
and Management
Math Elective (200-level or higher)⁹
PHED 105 Wellness and Fitness

Fifth Semester (Fall)

BIOL 214 Ecology
ENVT 210 GIS/GPS
ENVT 215 Environmental Ethics
PHSC 201 Physical Geology
PHYS 200 General Physics I

Summer

ENVT 423 Environmental Biology Internship⁵

Seventh Semester (Fall)

BIOL 215 Genetics
BIOL 445 Biology Seminar and Research
CHEM 215 Environmental Chemistry
MATH 314 Statistics and Research
Natural Science Elective

Fourth Semester (Spring)

Arts and Humanities Elective¹
Arts and Humanities 200-level⁷
BIOL 108/109 Introduction to
Field Biology²
CHEM 204 Organic Chemistry II
PHSC 110 Global Change

Sixth Semester (Spring)

Arts and Humanities Elective¹
ENVT 423P Internship Prep⁴
MATH 205 Statistics
Natural Science Elective
Social and Behavioral Science
Elective^{1,6}

Eighth Semester (Spring)

BIOL 450 Biology Capstone Project
Natural Science Elective
Natural Science Elective
Social and Behavioral Science
Elective 200-level or above¹

Footnotes:

¹Please see page 104 of this catalog for a list courses fulfilling this requirement.

²Students must complete at least 2 credits of Field Biology.

³Students must complete a minimum of 1 credit of COOP.

⁴Students must complete ENVT 423P, Internship Preparation during their sixth semester.

⁵Students must complete ENVT 423, a 240-hour, 6-credit internship, usually in the summer between the junior and senior years.

⁶POSC 101, American Government or POSC 201 State and Local Government recommended.

⁷ENGL 330 Nature and Environment recommended.

⁸Recommended for students intending to apply to graduate school.

⁹MATH 205 does NOT satisfy the Mathematics elective requirement.

Biological Science

Natural Science Forensic Biology Concentration

Bachelor of Science

Curriculum Coordinator: Tammy Barette, MA, JD, Assistant Professor

The forensic biology track is available for those students interested in the multidisciplinary study of forensic science. This is run in conjunction with our criminal justice program within the Division of Social and Behavioral Sciences. Students will study biological, chemical, and physical science methods applied to the evaluation of physical evidence related to matters of criminal and civil law. The objective of the program is to prepare students for medical school or graduate school to become: medical examiner or coroner, crime scene investigator, forensic biologist, anthropologist, toxicologist, or prepare for careers as laboratory technicians in private, state and federal forensic laboratories.

Graduation Requirements

Developmental Education (DVED) 108 – Critical and Analytical Reading (see page 95)

Core Courses:

Biology (BIOL) 240 - Bioethics

or Criminal Justice (CJ) 330 - Professional Ethics

Communication (COMM) 107 – Speech Communication

English (ENGL) 101 – College Writing I

English (ENGL) 102 – College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 – The First-Year Seminar

Mathematics (MATH) – Basic Algebra or a higher-level MATH course

Physical Education (PHED) 105 – Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹

Arts and Humanities Elective¹

Arts and Humanities Elective – 200-level or above¹

Biology (BIOL) 105 - Anatomy and Physiology I

Biology (BIOL) 106 - Anatomy and Physiology II

Mathematics (MATH) 205 - Statistics

Psychology (PSYC) 101 - General Psychology

Psychology (PSYC) 325 - Forensic Psychology

Curriculum Courses:

Biology (BIOL) 113 - General Biology I

Biology (BIOL) 114 - General Biology II

Biology (BIOL) 115 - Medical Terminology

Biology (BIOL) 130 - Introduction to Forensic Biology

Biology (BIOL) 211 - Microbiology

Biology (BIOL) 215 - Genetics

Biology (BIOL) 230 - Forensic Sciences II

Biology (BIOL) 310 - Cell Biology
 Biology (BIOL) 320 - Instrumental Analysis
 Biology (BIOL) 325 - Biochemistry
 Biology (BIOL) 330 - Forensic Anthropology
 Biology (BIOL) 445 - Biology Seminar and Research
 Biology (BIOL) 450 - Biology Capstone Project
 Chemistry (CHEM) 105 - General Chemistry I
 Chemistry (CHEM) 106 - General Chemistry II
 Chemistry (CHEM) 203 - Organic Chemistry I
 Cooperative Education Experience (COOP)²
 Criminal Justice (CJ) 102 - Introduction to Criminal Justice
 Criminal Justice (CJ) 201 - Criminology
 Criminal Justice (CJ) 302 - Criminal Evidence and Court Procedures
 Criminal Justice (CJ) 305 - Criminal Investigation
 Mathematics (MATH) 113 - Pre-Calculus
 Mathematics (MATH) 225 - Calculus I
 Mathematics (MATH) 230 - Calculus II
 Mathematics (MATH) 314 - Statistics and Research
 Natural Science Elective³
 Natural Science Elective³
 Physics (PHYS) 200 – General Physics I

Free Electives:

Sufficient free electives must be taken to ensure the student has 133 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 113 General Biology I
 BIOL 130 Introduction to Forensic Science I
 CHEM 105 General Chemistry I
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar

Second Semester (Spring)

BIOL 114 General Biology II
 BIOL 230 Introduction to
 Forensic Science II
 CHEM 106 General Chemistry II
 ENGL 102 College Writing II
 MATH 113 Pre-Calculus
 or MATH 225 Calculus I

Third Semester (Fall)

BIOL 105 Anatomy and Physiology I
 BIOL 215 Genetics
 CHEM 203 Organic Chemistry I
 MATH 225 Calculus I
 or MATH 230 Calculus II
 PSYC 101 Introduction to Psychology

Fourth Semester (Spring)

BIOL 106 Anatomy and
 Physiology II
 BIOL 115 Medical Terminology
 BIOL 211 Microbiology
 CJ 102 Introduction to Criminal
 Justice
 COMM 107 Speech Communication
 IT 105 PC Office Applications

Fifth Semester (Fall)

Arts and Humanities Elective¹

BIOL 310 Cell Biology

BIOL 325 Biochemistry

CJ 201 Criminology

PHED 105 Wellness and Fitness

PHYS 200 General Physics I

Sixth Semester (Spring)

Arts and Humanities Elective¹

BIOL 320 Instrumental Analysis

BIOL 330 Forensic Anthropology

MATH 205 Statistics

Natural Science Elective³

Seventh Semester (Fall)

BIOL 240 Bioethics

or CJ 330 Professional Ethics

BIOL 445 Biology Seminar and Research

CJ 302 Criminal Evidence and Court Procedure

COOP Cooperative Education Experience²

MATH 314 Statistics and Research

PSYC 325 Forensic Psychology

Eighth Semester (Spring)

Arts and Humanities Elective

(200-level or higher)¹

BIOL 450 Biology Capstone Project

CJ 305 Criminal Investigation

MATH 230 Calculus II

Natural Science Elective³

Footnotes:

¹Please see page 104 of this catalog for a list courses fulfilling this requirement. Students must be sure to fulfill the Diversity Awareness requisite with these electives; see page 106.

²Students must complete a minimum of 1 credit of COOP.

³To be chosen from the following disciplines: Biology, Chemistry, Environmental Science, Physical Science, Physics.

Biological Science Natural Science General Biology Concentration Bachelor of Science

Curriculum Coordinator: Joseph Falcone, Ph.D., Associate Professor

The general biology track is a traditional biology curriculum with emphasis on modern biological technology. The goal of this program is to provide students with a solid scientific background in the field of biology, to introduce them to useful tools that they can use in their careers (e.g., statistics, spectroscopy) and to allow them to explore applied aspects of scientific theory. This rigorous program will prepare students for graduate studies in science, medicine, dentistry, chiropractic, physician's assistant, pharmacy, and biochemistry. There is sufficient flexibility to allow students to minor in one of several disciplines.

Graduation Requirements

Developmental Education (DVED) 108 – Critical and Analytical Reading (see page 95)

Core Courses:

Biology (BIOL) 240 - Bioethics
Communication (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective¹
Arts and Humanities Elective - 200-level¹
Biology (BIOL) 105 - Anatomy and Physiology I
Biology (BIOL) 106 - Anatomy and Physiology II
Mathematics (MATH) 205 - Statistics⁵
Social and Behavioral Science Elective¹
Social and Behavioral Science Elective - 200-level¹

Curriculum Courses:

Arts and Humanities Elective¹
Biology (BIOL) 108/109 - Introduction to Field Biology²
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Biology (BIOL) 211 - Microbiology
Biology (BIOL) 214 - Introductory Ecology
Biology (BIOL) 215 - Genetics
Biology (BIOL) 310 - Cell Biology
Biology (BIOL) 320 - Instrumental Analysis

Biology (BIOL) 325 - Biochemistry
 Biology (BIOL) 355 - Immunology
 Biology (BIOL) 445 - Biology Seminar and Research
 Biology (BIOL) 450 - Biology Capstone Project
 Chemistry (CHEM) 105 - General Chemistry I
 Chemistry (CHEM) 106 - General Chemistry II
 Chemistry (CHEM) 203 - Organic Chemistry I
 Chemistry (CHEM) 204 - Organic Chemistry II
 Cooperative Education Experience (COOP)³
 Mathematics (MATH) 225 - Calculus I
 Mathematics (MATH) - Math elective 200-level or higher⁵
 Mathematics (MATH) 314 - Statistics and Research
 Natural Science Elective⁴
 Natural Science Elective⁴
 Physics (PHYS) 200 - General Physics I
 Physics (PHYS) 205 - General Physics II

Free Electives:

Sufficient free electives must be taken to ensure the student has 130 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 113 General Biology I
 CHEM 105 General Chemistry I
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 PHED 105 Wellness and Fitness

Third Semester (Fall)

BIOL 105 Anatomy and Physiology I
 BIOL 215 Genetics
 BIOL 240 Bioethics
 CHEM 203 Organic Chemistry I
 MATH 205 Statistics⁵

Fifth Semester (Fall)

BIOL 108/109 Introduction to Field Biology²
 BIOL 310 Cell Biology
 BIOL 325 Biochemistry
 MATH Elective (200-level or higher)⁵
 PHYS 200 General Physics I
 Social and Behavioral Science Elective¹

Second Semester (Spring)

BIOL 114 General Biology II
 CHEM 106 General Chemistry II
 COMM 107 Speech Communication
 ENGL 102 College Writing II
 MATH 225 Calculus I

Fourth Semester (Spring)

Arts and Humanities Elective¹
 BIOL 106 Anatomy and Physiology II
 BIOL 211 Microbiology
 BIOL 320 Instrumental Analysis
 CHEM 204 Organic Chemistry II

Sixth Semester (Spring)

Arts and Humanities Elective¹
 BIOL 108/109 Introduction to Field Biology²
 Free Elective
 MATH 314 Statistics and Research
 Natural Science Elective⁴
 PHYS 205 General Physics II

Seventh Semester (Fall)

Arts and Humanities Elective¹

BIOL 214 Introductory Ecology

BIOL 355 Immunology

BIOL 445 Biology Seminar and Research

COOP Cooperative Education Experience³

Social and Behavioral Science Elective

200-level or above¹

Eighth Semester (Spring)

Arts and Humanities Elective

200-level¹

BIOL 450 Biology Capstone Project

Free Elective

Natural Science Elective⁴

Footnotes:

¹Please see page 104 of this catalog for a list courses fulfilling this requirement.

²Students are required to complete a minimum of 2 credits of Field Biology.

³Students must complete a minimum of 1 credit of COOP.

⁴To be chosen from the following disciplines: Biology, Chemistry, Environmental Science, Physical Science, Physics. Field Biology course do NOT fulfill this requirement.

⁵MATH 205 and MATH 314 do NOT fulfill this requirement.

Biological Science Natural Science Physical Therapy Concentration Bachelor of Science

Curriculum Coordinator: Joseph Falcone, Ph.D., Associate Professor

The physical therapy track in biology is intended for students planning for continued doctoral studies in physical therapy at one of many universities offering that concentration of study. The curriculum is modified to meet the needs for transfer into most doctoral programs in physical therapy including Thomas Jefferson University in Philadelphia. This program offers flexibility so that one may accommodate the requirements of transfer institutions.

Graduation Requirements

Developmental Education (DVED) 108 – Critical and Analytical Reading (see page 95)

Core Courses:

Biology (BIOL) 240 - Bioethics

or Environmental Science (ENVT) 215 - Environmental Ethics

Communication (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹

Arts and Humanities Elective¹

Arts and Humanities Elective - 200-level²

Biology (BIOL) 105 - Anatomy and Physiology I

Biology (BIOL) 106 - Anatomy and Physiology II

Mathematics (MATH) 205 - Statistics

Psychology (PSYC) 101 - General Psychology

Psychology (PSYC) 200 - Developmental Psychology

Curriculum Courses:

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology

Arts and Humanities Elective¹

Biology (BIOL) 108/109 - Introduction to Field Biology³

Biology (BIOL) 113 - General Biology I

Biology (BIOL) 114 - General Biology II

Biology (BIOL) 115 - Medical Terminology

Biology (BIOL) 210 - Nutrition

Biology (BIOL) 211 - Microbiology

Biology (BIOL) 214 - Introductory Ecology

Biology (BIOL) 215 - Genetics

Biology (BIOL) 310 - Cell Biology
 Biology (BIOL) 325 - Biochemistry
 Biology (BIOL) 355 - Immunology
 Biology (BIOL) 445 - Biology Seminar and Research
 Biology (BIOL) 450 - Biology Capstone Project
 Chemistry (CHEM) 105 - General Chemistry I
 Chemistry (CHEM) 106 - General Chemistry II
 Chemistry (CHEM) 203 - Organic Chemistry I
 Chemistry (CHEM) 204 - Organic Chemistry II
 Cooperative Education Experience (COOP)⁴
 Mathematics (MATH) 113 - Pre-Calculus
 Mathematics (MATH) 225 - Calculus I
 or Mathematics (MATH) 230 - Calculus II
 Mathematics (MATH) 314 - Statistics and Research
 Natural Science Elective⁵
 Natural Science Elective⁵
 Physics (PHYS) 200 - General Physics I
 Physics (PHYS) 205 - General Physics II
 Psychology (PSYC) 314 - Psychopathology
 or Psychology (PSYC) 315 - Psychology of Disability

Free Electives:

Sufficient free electives must be taken to ensure the student has 132 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 113 General Biology I
 CHEM 105 General Chemistry I
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 PHED 105 Wellness and Fitness

Third Semester (Fall)

Arts and Humanities Elective¹
 BIOL 105 Anatomy and Physiology I
 BIOL 215 Genetics
 CHEM 203 Organic Chemistry I
 MATH 225 Calculus I
 or MATH 230 Calculus II

Second Semester (Spring)

BIOL 114 General Biology II
 CHEM 106 General Chemistry II
 COMM 107 Speech Communication
 ENGL 102 College Writing II
 MATH 113 Pre-Calculus
 or MATH 225 Calculus I

Fourth Semester (Spring)

Arts and Humanities Elective¹
 BIOL 106 Anatomy and Physiology II
 BIOL 211 Microbiology
 CHEM 204 Organic Chemistry II
 MATH 205 Statistics

Fifth Semester (Fall)

BIOL 108/109 Introduction to Field Biology³
BIOL 310 Cell Biology
BIOL 325 Biochemistry
MATH 314 Statistics and Research
PHYS 200 General Physics I
PSYC 101 General Psychology

Seventh Semester (Fall)

Arts and Humanities Elective¹
BIOL 214 Introductory Ecology
BIOL 240 Bioethics
 or ENVT 215 Environmental Ethics
BIOL 355 Immunology
BIOL 445 Biology Seminar and Research
COOP Cooperative Education Experience⁴

Sixth Semester (Spring)

BIOL 108/109 Introduction to
 Field Biology³
BIOL 115 Medical Technology
BIOL 210 Nutrition
Natural Science Elective⁵
PSYC 200 Developmental
 Psychology
PHYS 205 General Physics II

Eighth Semester (Spring)

ANTH 101 Introduction to Cultural
 Anthropology
Arts and Humanities Elective 200-level²
BIOL 450 Biology Capstone Project
Natural Science Elective⁵
PSYC 314 Psychopathology
 or PSYC 315 Psychology of Disability

Footnotes:

¹To be chosen from: HIST 109 or 110 or POSC 101; and PHIL 101 or 102.

²Please see page 104 of this catalog for a list courses fulfilling this requirement.

³Students must complete a minimum of 2 credits of Field Biology.

⁴Students must complete a minimum of 1 credit of COOP.

⁵To be chosen from the following disciplines: Biology, Chemistry, Environmental Science, Physical Science, Physics.

Business Bachelor of Science

Curriculum Coordinator: Liz Jackson, Professor

The business curriculum is intended to provide the core skills and common body of professional knowledge needed for success in business or other organizations. It results in a broad and general education that is often preferred by top leaders in the emerging global economy. In addition to providing the knowledge and skills necessary to succeed as a leader in for-profit or not-for-profit organizations - this curriculum is also an ideal choice for the small business owner or future entrepreneur. The required courses are also the standard foundation for graduate study in business. Keystone College has an articulation agreement with the Graduate College of Union University, NY, whereby a Keystone graduate of our Bachelor of Science Degree in Business program who has met the articulation requirements can earn an MBA in one year of study.

General education; however, is made even more advantageous when coupled with in-depth mastery of a technical specialty. This curriculum is designed to encompass the completion of an 18-credit minor/concentration of the student's choice. Students work closely with a designated faculty advisor to select from an extended menu of elective courses. Available business minor/concentration areas include: Accounting, Finance, Information Technology, Human Resource Management, Leadership, and Marketing.

Non-business students may minor in business. (Please see page 270) Because all organizations must run as a business to be successful in today's economic environment, many students may find a business minor helpful in their careers.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Business (BUSN) 330 - Business Ethics

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications¹

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective^{2,3}

Arts and Humanities Elective (200-level)³

Economics (ECON) 201 - Principles of Economics I

Economics (ECON) 202 - Principles of Economics II

Mathematics (MATH) 205 - Statistics

Psychology (PSYC) 101 – General Psychology

Science Elective - Laboratory Course³

Curriculum Courses:

At least 36 of the 124 credits for the bachelor's degree must be in 300- and/or 400-level courses.

Accounting (ACCT) 103 - Managerial Accounting⁴

Accounting (ACCT) 108 - Financial Accounting⁴

Business (BUSN) 101 - Introduction to Business

or Hospitality (HOSP) 103 - Introduction to Hospitality Management

or Sport and Recreation Management (SRM) 101 - Introduction to Sport

Recreation Management

Business (BUSN) 201 - Principles of Management

Business (BUSN) 202 – Principles of Marketing

Business (BUSN) 210 –Current Topics in Business Seminar

Business (BUSN) 212 - Written Business Communication

Business (BUSN) 251 - Bridge Experience in Business⁵

Business (BUSN) 306 – Financial Management

Business (BUSN) 333 – Business/Civil Law

Business (BUSN) 401 – Organizational Behavior

Business (BUSN) 410 – Business Research Methods

Business (BUSN) 420 – Strategic Business Management

Business (BUSN) 423 - Internship Experience⁶

Business (BUSN) 450 – Senior Business Policy Capstone

Human Resource Management (HRM) 102 - Introduction to Human Resource Management

Information Technology (IT) 200 - Intermediate PC Office Applications

Minor/Concentration Course

Minor/Concentration Course

Minor/Concentration Course

Minor/Concentration Course

Minor/Concentration Course

Minor/Concentration Course

Curricular Electives

At least 12 additional credits (not taken as curriculum courses as listed above) must be taken from the following courses **or others with adviser approval**. Students are responsible for meeting any prerequisites.

Accounting (ACCT) 205 - Cost Accounting

Accounting (ACCT) 209 - Individual and Business Taxes

Accounting (ACCT) 305 - Advanced Cost Accounting

Business (BUSN) 215 - Advertising

Business (BUSN) 216 - Retail Management

Business (BUSN) 220 - Sales

Business (BUSN) 230 - Employment Law

Business (BUSN) 302 - Personal Finance

Business (BUSN) 315 – E-Marketing

Business (BUSN) 325 – Sales and Relationship Building

Business (BUSN) 340 - Investments

Business (BUSN) 402 - Supervision and Leadership

Business (BUSN) 405 – Consumer Behavior
 Business (BUSN) 406 - Advanced Financial Management
 Business (BUSN) 415 – Marketing Research Methods
 Business (BUSN) 430 – Strategic Marketing
 Communications (COMM) 328 - Small Group Communication
 Communications (COMM) 428 - Gender and Communication
 Economics (ECON) 345 - Money and Banking
 English (ENGL) 335 - Technical Writing
 Human Resource Management (HRM) 310 - Human Resource Information Systems
 Human Resource Management (HRM) 315 - Health, Safety, and Security
 Human Resource Management (HRM) 320 - Selection and Placement
 Human Resource Management (HRM) 325 - Compensation and Benefits
 Human Resource Management (HRM) 335 - Labor Relations
 Human Resource Management (HRM) 340 - Human Resource Planning
 Human Resource Management (HRM) 345 - Training and Development
 Human Resource Management (HRM) 400 - Organizational Analysis and Change
 Information Technology (IT) 300 - Advanced PC Office Applications
 Information Technology (IT) 315 - Web for Business and Management
 Leadership (LEAD) 110 - Foundations of Leadership
 Leadership (LEAD) 310 - Profiles in Leadership
 Leadership (LEAD) 410 - Dynamics of Leadership Application
 Mathematics (MATH) 113 - Pre-Calculus
 Mathematics (MATH) 314 - Statistics and Research

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least the 124 credits for graduation.

First Semester (Fall)

ACCT 103 Managerial Accounting
 BUSN 101 Introduction to Business
 or HOSP 103 Introduction to Hospitality
 or SRM 101 Introduction to Sport and
 Recreation Management
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 MATH Basic Algebra or a higher-level MATH
 PHED 105 Wellness and Fitness

Second Semester (Spring)

ACCT 108 Financial Accounting
 BUSN 201 Principles of Management
 COMM 107 Speech Communication
 ENGL 102 College Writing II
 IT 105 PC Office Applications¹

Third Semester (Fall)

Arts and Humanities Elective²
BUSN 212 Written Business Communication
ECON 201 Principles of Economics I
HRM 102 Introduction to Human
Resource Management
Science Elective-Laboratory Course³

Fifth Semester (Fall)

BUSN 202 Principles of Marketing
BUSN 330 Business Ethics
Curricular Elective
Minor/Concentration Course
PSYC 101 General Psychology

Seventh Semester (Fall)

BUSN 401 Organizational Behavior
BUSN 410 Business Research Methods
BUSN 420 Strategic Business Management
Curricular Elective
Minor/Concentration Elective

Fourth Semester (Spring)

Arts and Humanities Elective
(200-level)³
BUSN 210 Current Topics in Business
Seminar
BUSN 251 Bridge Experience in
Business⁵
ECON 202 Principles of Economics II
IT 200 Intermediate PC Office
Applications
MATH 205 Statistics

Sixth Semester (Spring)

BUSN 306 Financial Management
BUSN 333 Business/Civil Law
BUSN 423 Internship⁶
Minor/Concentration Course
Minor/Concentration Course

Eighth Semester (Spring)

BUSN 450 Senior Business Policy
Capstone
Curricular Elective
Curricular Elective
Minor/Concentration Elective
Minor/Concentration Elective

Footnotes:

¹CIS 106 will substitute for returning students.

²COMM 104 is suggested.

³Please refer to pages 104-105 for a list of courses fulfilling the distribution requirements.

⁴ACCT 105, 106, and 107 will be counted if previously completed with a grade of "C" or above.

⁵Waived for free elective(s) if associate degree is held.

⁶Internship experiences range from one to nine credits and must meet with the approval of your advisor.

Communication Arts and Humanities Bachelor of Arts

Curriculum Coordinator: Dawn Middleton-Paradise, Assistant Professor

This bachelor of arts degree program provides students with the skills of traditional English or humanities majors, combined with the theoretical context for understanding the process of communication.

While students pursuing the Bachelor of Arts in Professional Studies: Communication Arts and Humanities are not required to identify a specialization, they may work closely with advisers to make course selections that provide emphases in Writing/Journalism, Corporate/Administrative Communication, Graphic Design, Photography, or Photo/Graphics. Each specialization consists of 18 hours of coursework chosen from approved lists that are included in this catalog.

Students who qualify may complete up to a nine-credit-hour internship in their junior or senior year. Please see the Course Description section in this catalog for more information about this internship, and contact the Communication Arts and Humanities curriculum coordinator for a copy of the [Internship Handbook](#).

Students who have earned an associate degree or who desire to transfer from another program or institution and are seeking admission to the bachelor's degree program must have successfully completed COMM 104, COMM 105, and COMM 207. An interview between the student and the curriculum coordinator must also be completed before final acceptance into the bachelor's program.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 93)
All students enrolled in the Communication Arts and Humanities: Professional Studies degree program must successfully complete courses which meet the College's Writing Intensive, Diversity Awareness, and Service Learning requirements before graduation. Please see page 106 for a list of such courses.

Core Courses:

Communications (COMM) 107 - Speech Communication
Communications (COMM) 310 - Communication Ethics
or Business (BUSN) 330 - Business Ethics
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - Introduction to Information Technology
or Art (ART) 114 - Electronic Media in the Arts
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective (200-level)¹

Communications (COMM) 104 - Interpersonal Communication
 Communications (COMM) 105 - Mass Communication
 English Elective - Literature (200-level)²
 English Elective - Literature (200-level)²
 Social and Behavioral Science Elective¹
 Social and Behavioral Science Elective¹
 Social and Behavioral Science Elective (200-level)¹
 Math/Science Elective¹
 Math/Science Elective (200-level)¹
 Science Elective - Laboratory Course¹

Curricular Requirements:

Communications (COMM) 207 - Professional Speech
 Communications (COMM) 301 - Communication Theory
 Communications Elective - 400 Level
 Communications (COMM) 450A - Capstone Seminar I³
 Communications (COMM) 450B - Capstone Seminar II
 Cooperative Education (COOP) 295, 296, or 297⁴
 Literature Elective - 300-level
 Literature Elective - 300-level
 Writing Elective - 300-level

Curricular Electives:

At least 12 additional credits must be chosen from the following courses. One course must be designated Service Learning and one must be a Diversity Awareness course, see page 106 for a list of courses fulfilling these requirements. Students are responsible for meeting any prerequisites. At least 36 of the 120 credits required for the bachelor's degree must be at the 300-and/or 400-level.

ART 309	Graphic Design II
ART 321	Photography II
ART 409	Advanced Graphic Design/Senior Seminar
ART 421	Advanced Photography/Senior Seminar
BUSN 315	Workplace Environments
BUSN 330	Business Ethics
CJ 302	Criminal Evidence and Court Procedures
CJ 333	Business/Civil Law
COMM 305	Communication Research Skills
COMM 310	Communication Ethics
COMM 315	Special Topics in Communication
COMM 328	Small Group Communication
COMM 395/495	Independent Study ³
COMM 410	Critical Issues in Communication
COMM 423	Communication Internship
COMM 428	Gender and Communication
ENGL 305	Broadcast Writing
ENGL 315	Special Topics in Creative Writing
ENGL 328	Children's Literature

ENGL 330	Great Themes in Literature
ENGL 333	Advanced Study in Literature
ENGL 335	Technical Writing
FILM 350	Special Topics in Film
HRM 335	Labor Relations
HRM 345	Training and Development
HRM 400	Organizational Analysis and Change
IT 315	Web for Business and Management
LEAD 310	Profiles in Leadership
LEAD 410	Dynamics of Leadership
MUSC 301	History of Jazz
POSC 301	Constitutional/Criminal Law
POSC 302	Civil Rights in America
PSYC 307	Social Psychology
PSYC 401	Organizational Behavior
PSYC 402	Supervision and Leadership
SOCI 301	Sociology of Diversity
SOCI 350	Social Deviance
SRM 313	Facilitation of Leadership Activities
THEA 304	Directing for the Stage

Free Electives

Sufficient free electives must be taken to ensure 120 credits for graduation.

Recommended Sequence of Courses:

First Semester

COMM 104 Interpersonal Communication
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 MATH Basic Algebra or higher-level MATH
 PHED Wellness and Fitness
 Social and Behavioral Science Elective¹

Second Semester

COMM 105 Mass Communication
 COMM 107 Speech Communication
 ENGL 102 College Writing II
 Science Elective - Laboratory Course¹
 Social and Behavioral Science Elective¹

Third Semester

Curricular Elective
 Curricular Elective
 Curricular Elective
 ENGL 200-level Literature Elective²
 IT 105 PC Office Applications or
 ART 114 Electronic Media in the Arts
 Math/Science Elective¹

Fourth Semester

COMM 207 Professional Speech
 COOP Cooperative Education⁴
 Curricular Elective
 Curricular Elective
 Curricular Elective
 ENGL 200-level Literature Elective²

Fifth Semester (Fall)

Arts and Humanities Elective (200-level)¹
 COMM 301 Communication Theory
 Literature Elective (300-level)
 Math/Science Elective (200-level)¹
 Social and Behavioral Science Elective (200-level)¹

Seventh Semester (Fall)

COMM 450A Capstone Seminar I³
 Curricular Elective (300- or 400-level)
 Curricular Elective (300- or 400-level)
 Free Elective⁵
 Free Elective⁵

Sixth Semester (Spring)

COMM 310 Communication Ethics
 or BUSN 330 Business Ethics
 Curricular Elective (300- or 400-level)³
 Curricular Elective (300- or 400-level)
 Literature Elective (300-level)
 Writing Elective (300-level)

Eighth Semester (Spring)

COMM 450B Capstone Seminar II
 Communications Elective (400-level)
 Free Elective⁵
 Free Elective⁵
 Free Elective⁵

Writing/Journalism Specialization

This specialization is designed for those students who are interested in obtaining positions as reporters, copy editors or copy writers, or internal publications writers and/or editors.

Students will choose three of the following 200-level courses:

BUSN 212 - Written Communication
 ENGL 209 - Introduction to Journalism
 ENGL 210 - Feature Writing
 ENGL 211 - Creative Writing

Students will take the following 300-level courses:

ENGL 305 - Broadcast Writing
 ENGL 315 - Special Topics in Creative Writing
 ENGL 335 - Technical Writing

Corporate/Administrative Communication Specialization

This specialization is designed for students who seek employment in fields of sales/marketing or corporate or nonprofit management and administration.

Students will choose three of the following 200-level courses. At least one course must be a Communication or English course.

BUSN 201 - Principles of Management
 BUSN 202 - Marketing
 BUSN 212 - Written Communication
 BUSN 215 - Advertising
 BUSN 220 - Sales
 COMM 220 - Public Relations
 ENGL 209 - Introduction to Journalism
 ENGL 210 - Feature Writing

Students will choose three of the following 300-level courses. At least one course must be a Communication or English course.

BUSN 315 - Workplace Environments
BUSN 333 - Business/Civil Law
COMM 328 - Small Group Communication
ENGL 335 - Technical Writing
HRM 345 - Training and Development
PSYC 401 - Organizational Behavior
PSYC 402 - Supervision and Leadership

Photography/Graphic Design Emphases

Students interested in pursuing an emphasis in Photography or Graphic Design in conjunction with the BA in Professional Studies: Communication Arts and Humanities will complete 18 credits in the appropriate ART courses identified below.

For students wishing to complete an emphasis in **Photography**, the following courses are required:

ART 109 Two-Dimensional Design
ART 114 Electronic Media in the Arts
ART 221 Photography I
ART 321 Photography II
ART 421 Advanced Photography/Senior Seminar

For students wishing to complete an emphasis in **Graphic Design**, the following courses are required:

ART 109 Two-Dimensional Design
ART 114 Electronic Media in the Arts
ART 209 Fundamentals of Graphic Design
ART 309 Graphic Design II
ART 409 Advanced Graphic Design/Senior Seminar

For students wishing to complete an emphasis in **Photo/Graphics**, the following courses are required:

ART 109 Two-Dimensional Design
ART 114 Electronic Media in the Arts
ART 209 Fundamentals of Graphic Design
ART 309 Graphic Design II
ART 221 Photography I
ART 321 Photography II

Footnotes:

¹Please see page 104 for lists of courses fulfilling the distribution requirements.

²To be chosen from: ENGL 201, 202, 203, 204, 220, 221, or 222.

³Students are strongly encouraged to complete COMM 305 to acquire the expected understanding

of thesis level communication research before enrollment in COMM 450A.

⁴Students must complete 3 credits of COOP.

⁵Students must complete 36 credits at the 300-400 level.

In addition, students beginning the Bachelor of Arts in Professional Studies:

Communication Arts and Humanities curriculum who have not yet completed IT 105, and who identify Photography, Graphic Design, or Photo/Graphics as an emphasis, should take ART 114 instead of IT 105 as both a core requirement and part of the 18-credit emphasis.

If a student has already completed IT 105, s/he will complete ART 114 in addition to IT 105. If students have completed ART 114 as listed in the 18-credit emphasis as a Keystone core requirement, the three-credit “gap” which occurs in the emphasis will be filled with an appropriate elective suggested by the Division of Fine Arts and approved by the Bachelor of Arts in Professional Studies: Communication Arts and Humanities curriculum coordinator.

Criminal Justice Bachelor of Science

Curriculum Coordinator: Stacey Wyland, Assistant Professor

The criminal justice curriculum provides students with an understanding of the analysis of problems, procedures, organization, and functions of the criminal justice system. Students will understand how ethical and moral issues within the criminal justice system affect decisions, policy, and personal relationships. The curriculum will provide a thorough understanding of how criminal justice agencies are organized and managed. Students may also have the opportunity to acquire career-based skills through field experiences working in a criminal justice agency. This program also prepares students for graduate and/or professional studies.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses

Communication (COMM) 107 - Speech Communication
Criminal Justice (CJ) 330 - Professional Ethics
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses

Arts and Humanities Elective¹
Arts and Humanities Elective (200-level)¹
Mathematics (MATH) 205 - Statistics
Mathematics (MATH) 314 - Statistics and Research
Mathematics Elective²
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 202 - Adolescence and Adulthood
Science Elective - Laboratory Course¹

Curriculum Courses: At least 36 of the 120 credits for the bachelor's degree must be in 300- and/or 400-level courses.

Criminal Justice (CJ) 102 - Introduction to Criminal Justice
Criminal Justice (CJ) 110 - Introduction to Policing
Criminal Justice (CJ) 115 - Survey of Corrections
Criminal Justice (CJ) 201 - Criminology
Criminal Justice (CJ) 210 - Juvenile Delinquency
Criminal Justice (CJ) 423P - Field Experience Preparation³
Criminal Justice (CJ) 423 - Field Experience II³ or Curricular Elective (300-level)
Criminal Justice (CJ) 450 - Senior Seminar
Curricular Elective⁴

Curricular Elective⁴

Curricular Elective⁴

Curricular Elective⁴

Minor Elective⁵

Minor Elective⁵

Minor Elective⁵

Minor Elective⁵

Minor Elective⁵

Minor Elective⁵

Political Science (POSC) 201 - State and Local Government

Political Science (POSC) 210 - Introduction to Public Policy

Psychology (PSYC) 311 - Quantitative Methods for the Social and Behavioral Sciences

Psychology (PSYC) 401 - Organizational Behavior

Psychology (PSYC) 402 - Supervision and Leadership

Sociology (SOCI) 101 - Introduction to Sociology

Sociology (SOCI) 301 - Sociology of Diversity

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 120 credits for graduation.

Statistics/Research Methods:

Criminal Justice majors are also required to take three courses in research methods and statistics. These courses are offered in sequence, third and fourth year and should be taken in sequence. The courses are MATH 205, PSYC 311, and MATH 314.

Recommended Sequence of Courses:

First Semester (Fall)

CJ 102 Introduction to Criminal Justice

ENGL 101 College Writing I

IDS 101 The First-Year Seminar

IT 105 PC Office Applications

MATH - Basic Algebra or higher-level MATH course

SOCI 101 Introduction to Sociology

Second Semester (Spring)

CJ 110 Introduction to Policing

CJ 115 Survey of Corrections

ENGL 102 College Writing II

PSYC 101 General Psychology

Science Elective - Laboratory Course¹

Third Semester (Fall)

Arts and Humanities Elective¹

CJ 201 Criminology

Mathematics Elective²

POSC 201 State and Local Government

PHED 105 Wellness and Fitness

PSYC 202 Adolescence and Adulthood

Fourth Semester (Spring)

Arts and Humanities Elective

(200-level or higher)¹

COMM 107 Speech Communication

CJ 210 Juvenile Delinquency

Free Elective (if needed)

Minor Elective⁵

POSC 210 Introduction to Public Policy

Fifth Semester (Fall)

CJ 330 Professional Ethics
 Curricular Elective⁴
 Free Elective (if needed)
 MATH 205 Statistics
 Minor Elective⁵
 SOCI 301 Sociology of Diversity

Seventh Semester (Fall)

CJ 423P Field Experience Prep³
 Curricular Elective⁴
 Free Elective (if needed)
 MATH 314 Statistics and Research
 Minor Elective⁵
 Minor Elective⁵
 PSYC 401 Organizational Behavior

Sixth Semester (Spring)

Curricular Elective⁴
 Free Elective (if needed)
 Minor Elective⁵
 Minor Elective⁵
 PSYC 311 Quantitative Methods for
 the Social and Behavioral Sciences

Eighth Semester (Spring)

CJ 423 Field Experience II/Curricular
 Elective³
 CJ 450 Senior Seminar
 Curricular Elective⁴
 Free Elective (if needed)
 PSYC 402 Supervision and
 Leadership

Footnotes:

¹See page 104-105 for a list of courses fulfilling this requirement.

²Recommended: MATH 102 (College Algebra) or MATH 111 (College Mathematics).

³Internships are limited to those students with a 3.0 GPA in the major and recommendation of the curriculum coordinator. Students eligible for an internship must take CJ423P (Field Experience Preparation) before taking CJ 423. Students not eligible for field experience must take a curricular elective at the 300-level or higher.

⁴Students must select courses from 200, 300, 400 level CJ, PSYC, SOCI or POSC courses. The courses cannot be used as part of the minor in a student's respective area. BUSN 333 (Business Law) and SRM 313 (Facilitation of Leadership Activities) are also considered curricular electives.

⁵Students must take courses (18 credits) in a respective minor area. Six credits must be at 300-400 level. See page 271 for a list of minors.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Not every course is offered every semester at every location. Course offerings are dependent on enrollment.

Early Childhood Education Bachelor of Science

Curriculum Coordinator: Lansdale Shaffmaster, Ph.D., Professor

The Pennsylvania Department of Education is awaiting the State Board's decision for changes to Chapter 49 related to the grade designations for Early Childhood and Elementary Education. These changes will be effective for the incoming class of 2006/2007. The changes will be detailed in addendum to the Catalog as soon as they are finalized.

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in Early Childhood Education is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in early childhood settings. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of life in the community and the environment.

The goals for the Bachelor of Science Degree in Early Childhood Education Program include:

- *Preparing individuals to teach children aged 0-8 in a variety of settings and in a manner that supports and affirms their individual characteristics.
- *Providing knowledge about child development learning theories and naturalistic study of young children as the foundation for competency development.
- *Offering courses and activities based on a developmental perspective that views learning as an integrated, constructive activity.
- *Providing numerous opportunities to apply theoretical knowledge to appropriate practices in authentic settings.
- *Providing field experiences in each of eight semesters.
- *Preparing early childhood professionals who appreciate the special characteristics of young children, who understand the primacy of family, who view learning as part of a holistic developmental process, who have skill in creating educational environments which support and nurture children's development, and who work cooperatively with parents and other professionals.
- *Adapting instructional strategies for children with special needs.
- *Preparing early childhood professionals who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism.

Keystone College offers a Bachelor of Science degree in Early Childhood Education which prepares students for Pennsylvania certification to teach in the public schools and to work with young children (newborn-eight years) in a variety of settings including day care centers, Head Start programs, nursery schools, homes, hospitals, social service agencies, and early intervention programs for children with special needs. Field experiences are essential program components and are integrated into all education coursework and are arranged by the Field Coordinator for education. Current criminal

history, child abuse clearances, and a current health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis and copies must be on file in the education office. Students meeting all Pennsylvania Department of Education Certification requirements as outlined in the Exit Criteria, with a GPA of 3.00, receive a Bachelor of Science degree in Early Childhood Education.

Education students are required to participate in Service Learning Projects. They must also attend education seminars and education information sessions as scheduled and join a professional education organization.

Education students are required to pay a semester fee of \$65 for curriculum lab fees. Weekender students are required to pay a \$20 trimester curriculum lab fee. Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

College catalogs are recognized as contractual arrangements for the year in which the student enrolls; however, program requirements are subject to change in state and federal requirements.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Communications (COMM) 107 - Speech Communication
Education (EDUC) 450 – Seminar: Contemporary Research, Issues and Ethics in Education
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 – PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 102 - College Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Art (ART) 305 - Experiencing the Arts
Biology Laboratory Elective¹
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
English (ENGL) 201 - American Literature I
or English (ENGL) 202 - American Literature II
English (ENGL) 328 - Children's Literature
Mathematics (MATH) 111 - College Mathematics
or higher-level MATH course
Physical Science (PHSC) 109 - Energy and the Environment
or Physical Science (PHSC) 110 - Global Change - Introduction to Earth Systems
or Biology (BIOL) 112 - Environmental Science
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 201 - Child Psychology
Psychology (PSYC) 225- Psychology of Exceptionalities
Science Elective (200-level or higher)²

Curriculum Courses:

Area of Concentration Elective⁴

Area of Concentration Elective⁴

Area of Concentration Elective⁴

Early Childhood Education (ECE) 001-006 - Early Childhood Observation/Participation

Early Childhood Education (ECE) 101 - Introduction to Early Childhood Education

Early Childhood Education (ECE) 102 - Guiding Play and Learning

Early Childhood Education (ECE) 201 - Curriculum and Program Planning: 0-3

Early Childhood Education (ECE) 202 - Curriculum and Program Planning: 3-8

Early Childhood Education (ECE) 220 - Early Intervention

Education (EDUC) 201 - Foundations of Education

Education (EDUC) 211 - Educational Psychology

Education (EDUC) 216 - Child, Family, and Community

Education (EDUC) 302A - PRAXIS I

Education (EDUC) 302 - Elementary Curriculum

Education (EDUC) 303 - Elementary Curriculum and Methods: Mathematics

Education (EDUC) 306 - Using Computers to Support Classroom Learning

Education (EDUC) 310 - Family Health and Safety

Education (EDUC) 315 - Developmental Assessment

Education (EDUC) 330 - Language Arts and Literacy I

Education (EDUC) 331 - Language Arts and Literacy II

Education (EDUC) 420 - Teaching in the Early Years

Education (EDUC) 421 - Teaching in the Elementary School/Primary Grades

Education (EDUC) 423E - Student Teaching in the Early Years

Education (EDUC) 423T - Student Teaching at the Primary Level

Education Elective³

Geography (GEOG) 340 – Cultural Geography

Sociology (SOC) 101 - Introduction to Sociology

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 134 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

ECE 101 Introduction to Early Childhood
Education

ECE 101 Laboratory Experience
or ECE 001 ECE Observation/Participation

ENGL 101 College Writing I

IDS 101 The First-Year Seminar

MATH 102 College Algebra

PSYC 101 General Psychology

IT 105 PC Office Applications

Second Semester (Spring)

Biology Laboratory Elective¹

ECE 102 Guiding Play and Learning

ECE 102 Laboratory Experience
or ECE 002 ECE Observation/
Participation

ENGL 102 College Writing II

MATH 111 College Mathematics

PSYC 201 Child Psychology

*EDUC 302A Students must take and
pass the state required PRAXIS I:*

Academic Skills Assessments.

(This is not a course.)

Third Semester (Fall)

ECE 201 Curriculum & Program Planning: 0-3
ECE 201 Laboratory Experience
or ECE 003 ECE Observation/Participation
COMM 107 Speech Communications
EDUC 216 Child, Family, and Community
HIST 109 United States History I
or HIST 110 United States History II
SOC 101 Introduction to Sociology
PSYC 225 Psychology of Exceptionalities
Sophomore Screening
Students must apply for formal admission
to the baccalaureate program (portfolio review).

Fifth Semester (Fall)

Area of Concentration Elective⁴
ART 305 Experiencing the Arts
ECE 005 ECE Observation/Participation
EDUC 302 Elementary Curriculum
EDUC 303 Elementary Curriculum
& Methods: Math
EDUC 330 Language Arts and Literacy I
Science Elective (200-level)²
EDUC 449 Students must attempt the state
required PRAXIS II: Early Childhood
Education and Content Knowledge, prior to the
beginning of the student teaching experiences
(This is not a course).

Seventh Semester (Fall)

Full Semester
EDUC 420 Teaching in the Early Years
First-Half of Semester
EDUC 306 Using Computers to Support
Classroom Learning
Education Elective³
Second-Half of Semester
EDUC 423E Student Teaching at the
Preschool Level

Fourth Semester (Spring)

ECE 004 ECE Observation/
Participation
ECE 202 Curriculum & Program
Planning: 3-8
ECE 220 Early Intervention
EDUC 201 Foundations of
Education
EDUC 211 Educational Psychology
ENGL 201 American Literature I
or ENGL 202 American Literature II
PHSC 109 Energy and the
Environment
or PHSC 110 Global Change
or BIOL 112 Environmental Science

Sixth Semester (Spring)

Area of Concentration Elective⁴
Area of Concentration Elective⁴
ECE 006 ECE Observation/
Participation
EDUC 315 Developmental
Assessment
EDUC 331 Language Arts and
Literacy II
ENGL 328 Children's Literature
GEOG 340 Cultural Geography
EDUC 449 Students must attempt
the state required PRAXIS II: Early
Childhood Education and Content
Knowledge prior to the beginning of the
student teaching experiences. (This is not a
course).

Eighth Semester (Spring)

Full Semester
EDUC 310 Family Health and Safety
EDUC 450 Seminar: Contemporary
Research, Issues, and Ethics
in Education
First-Half of Semester
EDUC 421 Teaching in the
Elementary School/Primary Grades
Second-Half of Semester
EDUC 423T Student Teaching/
Primary

Footnotes:

¹To be chosen from: BIOL 101, 110, 102, 111, or a course approved by the academic adviser.

²This course must be a 200-level course. Physical Science 205 is recommended. BIOL 200 and 210 do not fulfill this requirement.

³Education Electives (Education electives must TOTAL 3 credits):

ECE 235 - Special Studies in Early Childhood Education: Emergent Literacy - 3 credits

ECE 250 - Early Childhood Education Seminar - 3 credits

EDUC 304 - Elementary Curriculum and Methods: Citizenship and Social Sciences – 3 credits

EDUC 305 - Elementary Curriculum and Methods: Science - 3 credits

EDUC 411 - Creating Educational Materials - 1- 3 credits

EDUC 440 - Electronic Media for Teachers - 3 credits

⁴Area of Concentration Electives: Students are required to take 9 credits in one of the following disciplines which will constitute an area of concentration: Mathematics, Science, Social Science, and Communication (Communication 212 does not fulfill the requirement) or Special Needs Children.

Field Experiences:

Field Experiences are essential program components and are integrated into coursework in each semester for the Bachelor of Science in Early Childhood Education. They are generally scheduled Monday through Friday, 8 a.m. to 5 p.m. during typical working hours. Students must register for ECE 001 to 006 (Field Experiences) each semester as advised. Field experiences carry no credit.

Declaration of early childhood education as a major does not ensure admission to the Education Program. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the education program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Students must take and pass the PRAXIS I: Academic Skills Assessments (Pre-Professional Skills Tests in Reading, Writing, and Mathematics) at the completion of 36 credits. PRAXIS preparation classes are offered to students as a service for a fee. To apply for formal admission, students must obtain a 3.00 GPA in the most recent 48 credits, which must include six credits of mathematics equivalent to Math 102 or higher, English 101, English 102, English 201 or 202, History 109 or 110, complete an interview with the coordinator of the early childhood education program, and meet with designated education faculty members to review progress in the program.

Students not eligible to be accepted into of the Education Program after the completion of 48 credits will be asked to choose another major.

After formal admission to the early childhood education program, students must continue to maintain a 3.00 GPA, fulfill required field experiences, and attempt to take and pass the required PRAXIS II: Early Childhood Education (0020) and Fundamental Subjects: Content Knowledge (0511), prior to engaging in student teaching experiences. Students who are not successful in passing the PRAXIS I or PRAXIS II series must participate in the preparation classes offered at the College. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I scores and attempting to pass

PRAXIS II series specialty test(s). Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester.

The academic adviser assists the student in planning his/her curriculum and in pre-registration, and monitors student progress on a semester by semester basis; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

The early childhood education curriculum requires a cumulative 3.00 GPA, as well as a 3.00 GPA in major courses. Students who do not meet this requirement will be placed on probation and given one semester to regain a 3.00 GPA in order to continue in the program. If the 3.00 GPA is not regained, the student is NOT eligible to continue in the Early Childhood Education degree program. Individuals who enroll in the College with a bachelor's degree, associate degree, or with 48 or more transfer credits must take and pass the PRAXIS I **prior to consideration for acceptance to the education program.**

Individuals who enroll in the College with an associate degree, or with 48 or more transfer credits, must take and pass the PRAXIS I prior to consideration for acceptance into the early childhood education program. Individuals with a bachelor's degree who seek post baccalaureate certification must have passing PRAXIS I series scores prior to admission into the certificate program.

The seventh and eighth semesters of the education program are considered professional semesters and students are participating in student teaching. Because of the intensity of the combined coursework and experiences, **it is recommended that students not be employed.** All education coursework essential for the student teaching experience must be completed prior to the student teaching experience(s).

All education coursework essential for the student teaching experience must be completed prior to engaging in student teaching.

Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300- and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August to May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institute, Urban Education Experiences, Adopt-A-School Programs). Course offerings are dependent on enrollment.

*Students should meet each semester with advisers to plan course schedules. Course Sequence Advising Sheets must be followed. Any variation from the required sequence must be approved by the adviser. Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation for field work exists.

*All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. Communication with all students will be through the Keystone email system. It is the responsibility of each student to use the email address provided by the College.

EDUCATION PROGRAM EXIT CRITERIA

Overall Graduation Requirements:

*Successful completion of the Exit Criteria includes completion of an admission screening, entrance essay, two letters of recommendation, portfolio review, and completion of all coursework, a cumulative GPA of 3.00, and all Keystone College and Pennsylvania Department of Education requirements.

Semester-by-Semester Requirements:

*Successful completion of preadmission art portfolio review (art education only).

*Successful completion of IDS 101 or IDS 101E for Education Majors.

*Successful completion of the sophomore application for admission review. The sophomore education program admission requirements include the following: completion of 48 credits, passing scores on the PRAXIS I series tests, 6 credits in math, 6 credits in English, 3 credits in American Literature, 3 credits in American History, an overall GPA of 3.00, required field experiences, and the reflective essay, Why I Want to Be a Teacher.

*Successful completion of all General Education Requirements.

*Successful completion of all Program Requirements with a "B" or better as determined by the Curriculum Coordinator.

*Successful completion of Service Learning Projects as determined by the Curriculum Coordinator.

*Attempting the PRAXIS II series tests prior to the professional semesters when student teaching occurs and participating in PRAXIS preparation if not successful in passing the PRAXIS II series exams.

*Successful completion of the applications for student teaching with recommendations from two full-time education faculty..

*Successful completion of student teaching requirements with a "B" or better in each placement. (Two placements for a total of 14 weeks are required).

*Successful evaluation on the PDE-430.

*Successful completion of the senior portfolio interview (for all areas of concentration).

*Successful maintenance of the required GPA (3.00 cumulative).

*Completion of the application for graduation including signatures from the academic adviser(s), curriculum coordinator(s) and department division chair(s).

*Successful illustration of the student teaching competencies as defined in the Education manual and the Student Teaching Course Outline, i.e. competencies in:

-instructional planning and preparation

-establishing classroom environments

-demonstration of instructional strategies

-demonstration of effective classroom adaptations for children with special needs

-demonstration of professionalism

*The recommendation of the Keystone College Teacher Certification Officer

Elementary Education Bachelor of Science

Curriculum Coordinator: James Gilhooley, Ed.D., Assistant Professor

The Pennsylvania Department of Education is awaiting the State Board's decision for changes to Chapter 49 related to the grade designations for Early Childhood and Elementary Education. These changes will be effective for the incoming class of 2006/2007. The changes will be detailed in addendum to the Catalog as soon as they are finalized.

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in Elementary Education is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in elementary classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences. The goals for the Bachelor of Science degree in Elementary Education include:

- *Preparing individuals to teach kindergarten through sixth grade.
- *Providing a strong foundation in knowledge of child development.
- *Providing a family-centered, community-based context for the study of education.
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- *Adapting instructional strategies for children with special needs.
- *Encouraging teacher candidates to concentrate on either primary grades or intermediate grades. (Because the developmental characteristics of children in these two groups are quite different, the appropriate educational strategies will also vary greatly.)
- *Providing a field experience in each of the eight semesters.
- *Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- *Preparing elementary educators who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism.

Keystone College offers a Bachelor of Science degree in Elementary Education which prepares students for Pennsylvania certification to teach children kindergarten through sixth grade in public and private schools. Field experiences are essential program components and are integrated into all education coursework and are arranged by the Field Coordinator for education. Current criminal history and child abuse clearances, and a current health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis and copies

must be on file in the education office. Students meeting all Pennsylvania Department of Education Certification requirements as outlined in the Exit Criteria, with a cumulative GPA of 3.00, receive a Bachelor of Science in Elementary Education.

Education students are required to participate in Service Learning Projects. They must also attend education seminars and education information sessions as scheduled and join a professional education organization.

Education students are required to pay a semester fee of \$65 for curriculum lab fees. Weekender students are required to pay a \$20 trimester curriculum lab fee. Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

College catalogs are recognized as contractual arrangements for the year in which the student enrolls however, programs are subject to changes in state and federal requirements. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the Education Program as a teacher candidate of the College Catalog that is current at the time of their graduation.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Communication (COMM) 107 - Speech Communication
Education (EDUC) 450 – Contemporary Research, Issues, and Ethics in Education
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 – PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 102 - College Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Art (ART) 305 - Experiencing the Arts
Biology Laboratory Elective¹
English (ENGL) 201- American Literature I
or English (ENGL) 202 - American Literature II
English (ENGL) 328 - Children's Literature
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Mathematics (MATH) 111 - College Mathematics or higher-level MATH course
Physical Science (PHSC) 109 - Energy and the Environment
or Physical Science (PHSC) 110 - Global Change - Introduction to Earth Systems
or Biology (BIOL) 112 - Environmental Science
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 201 - Child Psychology
Psychology (PSYC) 225 – Psychology of Exceptionalities
Science Elective (200-level)³

Curriculum Courses:

Concentration Elective²

Concentration Elective²
 Concentration Elective²
 Concentration Elective²
 Education (EDUC) 001-006 - Education Observation/Participation
 Education (EDUC) 101 – Introduction to Teaching
 Education (EDUC) 201 - Foundations of Education
 Education (EDUC) 211 - Educational Psychology
 Education (EDUC) 216 - Child, Family, and Community
 Education (EDUC) 302A - PRAXIS I
 Education (EDUC) 302 - Elementary Curriculum
 Education (EDUC) 303 - Elementary Curriculum and Methods: Mathematics
 Education (EDUC) 304 - Elementary Curriculum and Methods: Citizenship and Social Studies
 Education (EDUC) 305 - Elementary Curriculum and Methods: Science
 Education (EDUC) 306 - Using Computers to Support Classroom Learning
 Education (EDUC) 310 - Family Health and Safety
 Education (EDUC) 315 - Developmental Assessment
 Education (EDUC) 320 - Teaching Students with Diverse Needs in the Elementary Classroom
 Education (EDUC) 330 - Language Arts & Literacy I
 Education (EDUC) 331 - Language Arts & Literacy II
 Education (EDUC) 421 - Teaching in the Elementary School /Primary Grades
 Education (EDUC) 422 - Teaching in the Elementary School/Intermediate
 Education (EDUC) 423I - Student Teaching at the Intermediate Level
 Education (EDUC) 423T - Student Teaching at the Primary Level
 Education Elective⁴
 Geography (GEOG) 340 - Cultural Geography
 Sociology (SOC) 101 - Introduction to Sociology
 Sociology (SOC) 205 - The Family
 Sociology (SOC) 301 - Sociology of Diversity

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 134 credits for graduation.

First Semester (Fall)

EDUC 001 Education Observation/
 Participation
 EDUC 101 Introduction to Teaching
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 MATH 102 College Algebra
 PSYC 101 General Psychology

Second Semester (Spring)

Biology Laboratory¹
 EDUC 002 Education Observation/
 Participation
 ENGL 102 College Writing II
 HIST 109 United States History I
 or HIST 110 United States History II
 MATH 111 College Mathematics
 PHED 105 Wellness and Fitness
 PSYC 201 Child Psychology
*EDUC 302A Students must take and
 pass the state required PRAXIS I: Academic
 Skills Assessments. (This is not a course.)*

Third Semester (Fall)

COMM 107 Speech Communication

EDUC 003 Education Observation/
Participation

EDUC 201 Foundations of Education

EDUC 216 Child, Family, and Community

ENGL 201 American Literature I

or ENGL 202 American Literature II

PSYC 225 Psychology of Exceptionalities

Fifth Semester (Fall)

Area of Concentration Elective²

EDUC 005 Education Observation/
Participation

EDUC 303 Elementary Curriculum and
Methods: Mathematics

EDUC 304 Elementary Curriculum and
Methods: Citizenship

EDUC 305 Elementary Curriculum and
Methods: Science

EDUC 330 Language Arts and Literacy I
Science Elective (200-level)³

*EDUC 449 Praxis II Students must attempt
the state required PRAXIS II: Elementary Education
Curriculum Instruction and Assessment and Content
Knowledge experiences. (This is not a course.)*

Fourth Semester (Spring)

Area of Concentration Elective²

EDUC 004 Education Observation/
Participation

EDUC 211 Educational Psychology

EDUC 302 Elementary Curriculum

ENGL 328 Children's Literature

GEOG 340 Cultural Geography

PHSC 109 Energy and the
Environment

or PHSC 110 Global Change

or BIOL 112 Environmental
Science

SOCI 101 Introduction to Sociology
Sophomore Screening

*Students must apply for formal admission
to the baccalaureate program (portfolio
review).*

Sixth Semester (Spring)

Area of Concentration Elective²

Area of Concentration Elective²

ART 305 Experiencing the Arts

EDUC 006 Education Observation/
Participation

EDUC 315 Developmental
Assessment

EDUC 320 Teaching Students with
Diverse Needs

EDUC 331 Language Arts and
Literacy II

*EDUC 449 Praxis II Students must
attempt the state required PRAXIS II:
Elementary Education Curriculum
Instruction and Assessment and Content
Knowledge prior to beginning the student
teaching experiences. (This is not a course.)*

Seventh Semester (Fall)

Full Semester

EDUC 421 Teaching in the Elementary
School - Primary

1st Half of Semester

Education Elective⁴

EDUC 306 Using Computers to Support
Classroom Learning

2nd Half of Semester

EDUC 423T Student Teaching at the
Primary Level

Eighth Semester (Spring)

Full Semester

EDUC 422 Teaching in the
Elementary School/Intermediate
Level

1st Half of the Semester

EDUC 310 Family, Health and Safety
EDUC 450 Contemporary Research,
Issues, and Ethics in Education

2nd Half of the Semester

EDUC 423I Student Teaching at the
Intermediate Level
GRAD 201 Graduation Audit

Footnotes:

¹To be chosen from: BIOL 101/110, 102/111, or a course approved by the academic adviser.

²Area of Concentration Electives: Students are required to take 12 credits in one of the following disciplines, which will constitute an area of concentration: Mathematics, Science, Communications (Communication 212 does not fulfill this requirement), Social Sciences, Early Childhood Education, or Children with Special Needs. Area of concentration electives MUST be approved by the academic adviser.

³BIOL 200 and 210 do not fulfill this requirement. Physical Science 205 is recommended.

⁴Education Electives (must total 3 credits):

ECE 201 Guiding Play and Learning - 3 credits

ECE 235 Special Studies in Early Childhood Education: Emergent Literacy - 3 credits

ECE 220 Early Intervention - 3 credits

EDUC 411 Creating Educational Materials - 1 - 3 credits

EDUC 440 Electronic Media for Teachers - 3 credits

Field Experiences:

Field Experiences are essential program components and are integrated into coursework in each semester for the Bachelor of Science in Elementary Education. They are generally scheduled Monday through Friday, 8 a.m. to 5 p.m. during typical working hours. Students must register for EDUC 001 to 006 (Field Experiences) each semester. Field Experiences carry no credit.

Declaration of elementary education as a major does not ensure admission to the education program. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the education program as a teacher candidate of the College Catalog that is current at the time of their graduation.

Students must take and pass the PRAXIS I: Academic Skills Assessments (Pre-Professional Skills Tests in Reading, Writing, and Mathematics) at the completion of 36 credits. PRAXIS preparation classes are offered to students as a service for a fee. To apply for formal admission, students must obtain a 3.00 GPA in the most recent 48 credits, which must include six credits of mathematics equivalent to Math 102 or higher, English 101, English 102, English 201 or 202, History 109 or 110, complete an interview with the coordinator of the elementary education program, and meet with designated education faculty members to

review progress in the program.

Students not eligible to be accepted into the Education Program after completion of 48 credits will be asked to choose another major.

After formal admission to the elementary education program, students must continue to maintain a 3.00 GPA, fulfill required field experiences and attempt the required PRAXIS II: Fundamental Subjects: Elementary Education Curriculum Instruction and Assessment (0011) and Content Knowledge (0511), prior to engaging in student teaching experiences. Students who are not successful in passing the PRAXIS I series and attempting to pass the required PRAXIS II series must participate in the preparation classes offered at the College. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I scores and attempting the PRAXIS II series specialty test(s). Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester.

The academic adviser assists the students in planning his/her curriculum and in preregistration, and monitors student progress on a semester by semester basis; however, **the student is ultimately responsible for meeting the requirements of the curriculum selected.**

The elementary education curriculum requires a cumulative 3.00 GPA and a 3.00 GPA in all major courses. Students who do not meet this requirement will be placed on probation and given one semester to regain a 3.00 GPA in order to continue in the program. If the 3.00 GPA is not regained, the student is NOT eligible to continue in the Elementary Education degree program.

Individuals who enroll in the College with an associate degree, or with 48 or more transfer credits, must take and pass the PRAXIS I prior to consideration for acceptance to the education program. Individuals with a bachelor's degree who seek post baccalaureate certification must have passing PRAXIS I series scores prior to admission into the certificate program.

The seventh and eighth semesters of the education program are considered professional semesters and teacher candidates are participating in student teaching. Because of the intensity of the combined coursework and experiences, **it is recommended that students not be employed.** All education coursework essential for the student teaching experience must be completed prior to the student teaching experience.

Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institute, Urban Education Experiences, Adopt-A-School Programs). Course offerings are

dependent on enrollment.

Students should meet each semester with advisers to plan coursework schedules. Course Sequence Advising Sheets must be followed. **Any variation from the required sequence must be approved by the adviser.** Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation for field work exists.

All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. Communication with all students will be through the Keystone email system. It is the responsibility of each student to use the email address provided by the College.

EDUCATION PROGRAM EXIT CRITERIA

Overall Graduation Requirements:

*Successful completion of the Exit Criteria includes completion of an admission screening, entrance essay, two letters of recommendation, portfolio review, completion of all coursework, a cumulative GPA of 3.00, and all Keystone College and Pennsylvania Department of Education requirements.

Semester-by-Semester Requirements:

*Successful completion of preadmission art portfolio review (art education only).

*Successful completion of IDS 101 or IDS 101E for Education Majors.

*Successful completion of the sophomore application for admission review. The sophomore education program admission requirements include the following: completion of 48 credits, passing scores on the PRAXIS I series tests, 6 credits in math, 6 credits in English, 3 credits in American Literature, 3 credits in American History, an overall GPA of 3.0, required field experiences and the reflective essay, Why I Want to Be a Teacher.

*Successful completion of all General Education Requirements.

*Successful completion of all Program Requirements with a "B" or better as determined by the Curriculum Coordinator.

*Successful completion of Service Learning Projects as determined by the Curriculum Coordinator.

*Attempting the PRAXIS II series tests prior to the professional semesters when student teaching occurs and participating in PRAXIS Preparation if success is not experienced.

*Successful completion of the applications for student teaching with recommendations from two full-time education faculty.

*Successful completion of student teaching requirements with a "B" or better in each placement. (Two placements for a total of 14 weeks are required).

*Successful evaluation on the PDE-430.

*Successful completion of the senior portfolio interview (for all areas of concentration).

*Successful maintenance of the required GPA (3.00 cumulative).

*Completion of the application for graduation including signatures from the academic adviser(s), curriculum coordinator(s) and department division chair(s).

*The recommendation of the Keystone College Teacher Certification Officer.

*Successful illustration of the student teaching competencies as defined in The Student Teaching Experience and the Student Teaching Course Outline, i.e. competencies in:

- instructional planning and preparation

- establishing classroom environments
- demonstration of instructional strategies
- demonstration of effective classroom adaptations for children with special needs
- demonstration of professionalism.

Environmental Resource Management Bachelor of Science

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The environmental resource management curriculum is designed to develop knowledgeable and effective leaders for local, regional, and national environmental activities. Academic training coupled with realistic environmental experiences results in students who are exposed to economic, cultural, and political realities shaping environmental actions. Our on-campus Willary Water Resource Center, a required case study field trip, and a capstone course (Watershed Management-Tunkhannock Creek Watershed) are special features of our program. An emphasis is on preparing scientists who can ensure that environmental actions are based on good science. Students completing all graduation requirements will earn a bachelor of science degree.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Environmental Science (ENVT) 215 - Environmental Ethics
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH¹ course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Arts and Humanities Elective (200-level)¹
Political Science (POSC) 101 - American National Government
or Political Science (POSC) 201 - State and Local Government
Economics (ECON) 201 - Principles of Economics I
or Economics (ECON) 202 - Principles of Economics II
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Chemistry (CHEM) 215 - Environmental Chemistry
Mathematics (MATH) 205 - Statistics

Curriculum Courses:

Biology (BIOL) 108/109 - Introduction to Field Biology²
Biology (BIOL) 214 - Introduction to Ecology
Biology (BIOL) 328 - Limnology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 106 - General Chemistry II

Communications (COMM) 104 - Interpersonal Communication
 Communications (COMM) 207 - Professional Speech
 or Communications (COMM) 220 - Public Relations
 Curricular Elective³
 Curricular Elective³
 Curricular Lab Elective⁴
 English (ENGL) 335 - Technical Writing
 Environmental Science (ENVT) 210 - GIS and GPS
 Environmental Science (ENVT) 225 - Environmental Policy and Management
 Environmental Science (ENVT) 305 - Soils Science
 Environmental Science (ENVT) 328 - Hydrology
 Environmental Science (ENVT) 423P - Internship Preparation⁵
 Environmental Science (ENVT) 423 - Internship (240 hours)⁶
 Environmental Science (ENVT) 440 - Case Study Field Trip
 Environmental Science (ENVT) 445 - Watershed Resource Management/Tunkhannock Creek
 Case Study
 Mathematics (MATH) 113 - Pre-Calculus⁷
 or Mathematics (MATH) 225 - Techniques of Calculus I⁷
 Physical Science (PHSC) 110 - Global Change
 Physical Science (PHSC) 201 - Physical Geology

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 128 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 108/109 Introduction to Field Biology²
 BIOL 113 General Biology I
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 PHSC 110 Global Change

Third Semester (Fall)

BIOL 108/109 Introduction to Field Biology²
 BIOL 214 Introduction to Ecology
 CHEM 105 General Chemistry I
 PHED 105 Wellness & Fitness
 PHSC 201 Physical Geology

Second Semester (Spring)

BIOL 108/109 Introduction to
 Field Biology²
 BIOL 114 General Biology II
 ENGL 102 College Writing II
 HIST 109 United States History I
 or HIST 110 United States History II
 IT 105 PC Office Applications
 MATH 113 Pre-Calculus
 or MATH 225 Calculus I⁷

Fourth Semester (Spring)

CHEM 106 General Chemistry II
 COMM 107 Speech Communication
 ECON 201 Economics I
 or ECON 202 Economics II
 MATH 205 Statistics

Fifth Semester (Fall)

BIOL 328 Limnology
 CHEM 215 Environmental Chemistry
 ENVT 305 Soils Science
 POSC 101 American National Government
 or POSC 201 State and Local Government

Sixth Semester (Spring)

Arts and Humanities Elective
 200-level¹
 Curricular Elective³
 ENGL 335 Technical Writing
 ENVT 328 Hydrology
 ENVT 423P Internship Preparation⁵
 ENVT 440 Case Study Field Trip

Summer between junior and senior years: ENVT 423 - 240 hour internship. ⁶ (6 credits)

Seventh Semester (Fall)

BIOL 108/109 Introduction to Field Biology²
 Curricular Lab Elective⁴
 ENVT 210 GIS/GPS
 ENVT 215 Environmental Ethics
 ENVT 225 Environmental Policy
 and Management

Eighth Semester (Spring)

COMM 104 Interpersonal Communication
 COMM 207 Professional Speech
 or COMM 220 Public Relations
 Curricular Elective³
 ENVT 445 Watershed Resources
 Management & Case Study
 Free Elective

Footnotes:

¹ENGL 330 - Great Themes in Literature is recommended.

²Students must complete a minimum of 4 credits of Field Biology, ENVT 211 may replace 1 Field Biology.

³Curricular Elective to be selected from: Environmental Planning, Environmental Law (ENVT 325), Calculus I (MATH 225), Calculus II (MATH 230), Statistics and Research (MATH 314), Earth System History (PHSC 205). These courses are offered on a rotating basis and may not be available every year.

⁴Curricular Lab Elective to be selected from: Aquatic Entomology, Wetland and Riparian Ecology (BIOL 315), Wastewater & Drinking Water, Dendrology, Ichthyology, Physics I (PHYS 200), or Instrumental Analysis (BIOL 320). These courses are listed in order of preference. They are offered on a rotating basis and may not be available every year.

⁵Students must take ENVT 423P - Internship Preparation during their sixth semester.

⁶Students must complete ENVT 423, a 240-hour, 6-credit internship, usually in the summer between the junior and senior years.

⁷Students who do not have a sufficient math background will need to take MATH 101 and MATH 102 prior to MATH 113. These students may require an extra semester or summer session to complete this degree. Students are strongly encouraged to take MATH 225. Students beginning with MATH 225 may not use MATH 225 as a curricular elective.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Information Technology Bachelor of Science

Curriculum Coordinator: Mark Law, Ph.D., Associate Professor

The Information Technology program is designed for individuals interested in professional careers in the field of Information Technology (IT). The flexibility of the IT program at Keystone College provides students with a comprehensive foundation across the spectrum of the computing environment while developing a specialization in Network Engineering or Business Information Systems. The Network Engineering specialization is designed to prepare graduates for careers in computer networking and includes courses associated with the Microsoft Certified Systems Administrator (MCSA) certification while allowing options to take the additional courses associated with Microsoft Certified Systems Engineer (MCSE) Certification and courses related to the Cisco Certified Network Associate (CCNA) certification. The Business Information Systems specialization is designed to prepare graduates for careers in the 21st century digital age in a variety of IT professions including, but not limited to, solution developer, database administrator, IT manager, systems analyst, and Webmaster.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Business (BUSN) 330 - Business Ethics

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 101 - Introduction to Information Technology

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) 101 - Basic Algebra or higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Leadership (LEAD) 110 - Foundations of Leadership

Leadership (LEAD) 310 - Profiles in Leadership

Social and Behavioral Sciences Elective¹

Social and Behavioral Sciences Elective (200-level)¹

Mathematics (MATH) 102 - College Algebra or higher-level MATH course

Mathematics (MATH) 113 - Pre-Calculus

or Mathematics (MATH) 310 - Discrete Mathematics

Mathematics (MATH) 205 - Statistics

Science Elective - Laboratory Course¹

Curriculum Courses:

Accounting (ACCT) 103 - Managerial Accounting

Accounting (ACCT) 110 - Survey of Accounting

Business (BUSN) 201 - Principles of Management

Business (BUSN) 212 - Written Communication
Information Technology (IT) 110 - Introduction to Programming
or Information Technology (IT) 225 - Spreadsheets and Databases
Information Technology (IT) 120 - Web Programming I
Information Technology (IT) 125 - Web Programming II
Information Technology (IT) 205 - Database Management Systems I
Information Technology (IT) 206 - Database Management Systems II
Information Technology (IT) 250 - Networking I
Information Technology (IT) 251 - Networking II
Information Technology (IT) 325 - Business Programming I
Information Technology (IT) 326 - Business Programming II

Concentration Courses - Network Engineer Specialization:

Information Technology Elective (chosen from list below)
Information Technology Elective (chosen from list below)
Free Elective - 300 or 400 level
Free Elective - 300 or 400 level
Free Elective - 300 or 400 level
Information Technology (IT) 401A - MCSE - Implementing and Supporting Microsoft®
Windows® 2003 Professional²
Information Technology (IT) 402C - MCSE - Maintaining and Managing a Microsoft®
Windows® Server 2003 Environment²
Information Technology (IT) 403C - MCSE - Implementing a Microsoft® Windows®
Server 2003 Network Infrastructure Hosts²
Information Technology (IT) 407A - MCSE - Deploying and Managing Microsoft® Internet
Security and Acceleration Server 2003²
Information Technology (IT) 410 - Project Management
Information Technology (IT) 420 - System Analysis and Design
Information Technology (IT) 450 - Current Topics in Information Technology

Concentration Courses – Business Information Systems:

Accounting (ACCT) 301 - Accounting Information Systems I
Accounting (ACCT) 303 - Accounting Information Systems II
Free Elective - 300 or 400 level
Free Elective - 300 or 400 level
Free Elective - 300 or 400 level
Information Technology (IT) 320 - Programming with Scripting Languages
Information Technology (IT) 335 - Advanced Spreadsheets for Business
Information Technology (IT) 410 - Project Management
Information Technology (IT) 420 - Systems Analysis and Design
Information Technology (IT) 440 - Business Programming III
Information Technology (IT) 441 - Business Programming IV
Information Technology (IT) 450 - Current Topics in Information Technology

Information Technology Electives:

Accounting (ACCT) 301 - Accounting Information Systems I
Accounting (ACCT) 303 - Accounting Information Systems II
Information Technology (IT) 310 - Electric Commerce

Information Technology (IT) 320 - Programming with Scripting Languages
 Information Technology (IT) 335 - Advanced Spreadsheets for Business
 Information Technology (IT) 345 - Networking CCNA I
 Information Technology (IT) 346 - Networking CCNA II
 Information Technology (IT) 404A - MCSE - Planning, Implementing and Maintaining a Microsoft® Windows® Server 2003 Active Directory Infrastructure²
 Information Technology (IT) 405A - MCSE - Planning and Maintaining a Microsoft® Windows® Server 2003 Network Infrastructure
 Information Technology (IT) 406A - MCSE - Designing Security for a Microsoft® Windows® Server 2003 Network²

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 122 credits for graduation.

Network Engineering

Recommended Sequence of Courses:

First Semester (Fall)

ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 101 Introduction to Information Technology
 IT 120 Web Programming I
 MATH 101 Basic Algebra
 or higher level MATH course

Second Semester (Spring)

ACCT 110 Survey of Accounting
 ENGL 102 College Writing II
 IT 110 Intro to Programming
 or IT 225 Spreadsheets and Databases
 IT 125 Web Programming II
 MATH 102 College Algebra
 or higher level MATH course
 PHED 105 Wellness and Fitness

Third Semester (Fall)

LEAD 110 Foundations of Leadership
 IT 205 Database Management Systems I
 IT 250 Networking I
 MATH 205 Statistics
 Science Elective – Laboratory Course¹

Fourth Semester (Spring)

COMM 107 Speech Communication
 IT 206 Database Management Systems II
 IT 251 Networking II
 MATH 113 Pre-Calculus
 or MATH 310 Discrete Mathematics
 Social and Behavioral Sciences Elective¹

Fifth Semester (Fall)

ACCT 103 Managerial Accounting
 BUSN 212 Written Communications
 Information Technology Elective
 300- or 400-level
 IT 325 Business Programming I
 LEAD 310 Profiles of Leadership

Sixth Semester (Spring)

BUSN 201 Principles of Management
 BUSN 330 Business Ethics
 Information Technology Elective
 300- or 400-level
 IT 326 Business Programming II
 Social and Behavioral Sciences
 Elective 200-level

Seventh Semester (Fall)

Free Elective 300- or 400-level
 Free Elective 300- or 400-level
 IT 401A Implementing and Supporting
 Microsoft® Windows® 2003 Professional
 IT 402C Managing and Maintaining a
 Microsoft® Windows® Server 2003 Environment
 IT 410 IT Project Management

Eighth Semester (Spring)

Free Elective 300- or 400-level
 IT 403C Implementing a Microsoft®
 Windows® Server 2003 Network
 Infrastructure Hosts
 IT 407A Deploying and Managing
 Microsoft® Internet Security and
 Acceleration
 IT 420 Systems Analysis and Design
 IT 450 Current Topics in Information
 Technology

Business Information Systems
Recommended Sequence of Courses:
First Semester (Fall)

ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 101 Introduction to Information Technology
 IT 120 Web Programming I
 MATH 101 Basic Algebra (or higher level)

Second Semester (Spring)

ACCT 110 Survey of Accounting
 ENGL 102 College Writing II
 IT 110 Intro to Programming
 or IT 225 Spreadsheets and
 Databases
 IT 125 Web Programming II
 MATH 102 College Algebra
 or higher level MATH course
 PHED 105 Wellness and Fitness

Third Semester (Fall)

LEAD 110 Foundations of Leadership
 IT 205 Database Management Systems I
 IT 250 Networking I
 MATH 205 Statistics
 Science Elective – Laboratory Course

Fourth Semester (Spring)

COMM 107 Speech Communication
 IT 206 Database Management
 Systems II
 IT 251 Networking II
 MATH 113 Pre-Calculus
 or MATH 310 Discrete Mathematics
 Social and Behavioral Sciences
 Elective

Fifth Semester (Fall)

ACCT 103 Managerial Accounting
 BUSN 212 Written Communications
 IT 320 Programming with Scripting
 Languages
 IT 325 Business Programming I
 LEAD 310 Profiles of Leadership

Sixth Semester (Spring)

BUSN 201 Principles of
 Management
 BUSN 330 Business Ethics
 IT 335 Advanced Spreadsheets for
 Business
 IT 326 Business Programming II
 Social and Behavioral Sciences
 Elective 200-level

Seventh Semester (Fall)

ACCT 301 Accounting Information Systems I

Free Elective 300- or 400-level

Free Elective 300- or 400-level

IT 410 IT Project Management

IT 440 Business Programming III

Eighth Semester (Spring)

ACCT 303 Accounting Information
Systems II

Free Elective 300- or 400-level

IT 420 Systems Analysis and Design

IT 441 Business Programming IV

IT 450 Current Topics in
Information Technology

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

²CCNA and MCSE courses must be taken at the main campus facility.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Pre-Medical Professional Programs

Curriculum Coordinator: Joseph Falcone, Ph.D., Associate Professor

Traditionally, students seeking careers in medicine, dentistry, chiropractic, physical therapy, pharmacy, optometry, podiatry, veterinary medicine, and other health-related areas have chosen to major in the biological or natural sciences. However, it is possible to select a major in *non-science* areas, provided a solid grounding in sciences is achieved. Generally, professional schools define such grounding to be one year each of college inorganic chemistry, organic chemistry, physics, biology, and English. Some schools also require a year of calculus or college mathematics.

The pre-medical professions adviser offers further advice and recommendations on course work over the course of your studies, suggests summer cooperative work and/or internships, and provides information about health professional schools. As a service to Keystone College students, the medical professions adviser maintains a file containing letters of recommendation, evaluations from professors, and other materials necessary for professional school applications.

Curriculum

Minimum science requirements should be completed as soon as possible, preferably by the end of junior year so that recommendations can be solicited and application deadlines will be met for fall of the senior year.

The courses required for admission to doctoral level health professions programs include:

One year - Biological Science: BIOL 113, BIOL 114

One year - Inorganic Chemistry: CHEM 105, CHEM 106

One year - Organic Chemistry: CHEM 203, CHEM 204

One year - Physics: PHYS 200, PHYS 205

One year - College Mathematics*: MATH 205, MATH 225, MATH 230

One year - English: two courses at ENGL 200 level

**Mathematics requirements differ between schools and fields of study. See your adviser for details.*

Special Agreements

There are several special programs available to pre-medical professional students attending Keystone College. Students who follow a prescribed sequence of courses, and maintain good academic standing, may take advantage of one of several articulation agreements with other universities:

King's University, Physician's Assistant Program

Logan College of Chiropractic

New York Chiropractic College

Parker College of Chiropractic

State University of New York Upstate Medical University - Physical Therapy

Program

Thomas Jefferson University, Physical Therapy Program*

Wilkes University, Nesbitt School of Pharmacy

Detailed information on the programs listed above is available from the pre-medical professions adviser.

**Thomas Jefferson University requires 59 credits in prerequisites and 50 volunteer hours for placement in Doctor of Physical Therapy program (DPT). Students must have completed a baccalaureate degree. Keystone students may opt to major in biology or sport and recreation management/therapeutic recreation concentration.*

Sport and Recreation Management Bachelor of Science

Curriculum Coordinator: Terry Wise, Associate Professor

The Bachelor of Science - Sport and Recreation Management curriculum has a strong business base and prepares students for career opportunities in athletics, recreation programs, sports journalism and promotions, resort recreation, commercial fitness, or for a business of their own. Students meeting the requirements of the curriculum will receive a Bachelor of Science degree in Sport and Recreation Management.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Business (BUSN) 330 - Business Ethics
Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective (200-level or higher)¹
Business (BUSN) 401 - Organizational Behavior
Business (BUSN) 402 - Supervision and Leadership
Communications (COMM) 104 - Interpersonal Communication
or Communications (COMM) 105 - Mass Communication
Sociology (SOCI) 101 - Introduction to Sociology
Sociology (SOCI) 206 - Sociology of Sport
Math/Science Elective (200-level or higher)^{1,3}
Science Elective - Laboratory Course^{1,3}

Curriculum Courses:

Accounting (ACCT) 110 - Survey of Accounting
Business (BUSN) 201 - Principles of Management
Business (BUSN) 212 - Written Communication
Curricular Elective^{2,4}
Curricular Elective (200-level or higher)²
Curricular Elective (300-level or higher)^{2,4}
Curricular Elective (300-level or higher)²
Economics (ECON) 201 - Principles of Economics I
Human Resource Management (HRM) 320 - Selection and Placement
Information Technology (IT) 200 - Intermediate PC Office Applications
Physical Education (PHED) 112 - Standard First Aid & Personal Safety

Psychology (PSYC) 101 - General Psychology
 Sport and Recreation Management (SRM) 101 - Introduction to Sport & Recreation Management
 Sport and Recreation Management (SRM) 201 - Program Development and Planning
 Sport and Recreation Management (SRM) 202 - Facilities Management
 Sport and Recreation Management (SRM) 250 - Bridge Experience in Sport and Recreation Management
 Sport and Recreation Management (SRM) 303 - Legal Issues in Sport
 Sport and Recreation Management (SRM) 305 - Sport Promotion and Marketing
 Sport and Recreation Management (SRM) 423P - Senior Internship Preparation
 Sport and Recreation Management (SRM) 423 - SRM Internship (minimum 400 hours)
 Sport and Recreation Management (SRM) 450 - Senior Seminar

Track Selection (students must choose one of the four 9-credit tracks listed below):

Track A - Educational Administration

SRM 307	Principles of Coaching
SRM 320	Applied Learning Theories for Movement and Play
SRM 401	Governance of Sports and Athletics

Track B - Sport Tourism and Event Management

HOSP 224	Meeting and Convention Management
SRM 311	Economics of Sport Tourism
SRM 403	Resort Recreation

Track C - Leisure and Commercial Recreation Management

SRM 313	Facilitation of Leadership Activities
SRM 315	Commercial Recreation
SRM 405	Organizational Aspects of Community Recreation

Track D - Therapeutic Recreation

Students may also come to this option through the Pre-Medical Professionals Advisory track. Completion of this track prepares students for the Certified Therapeutic Recreation Specialist examination.

SRM 301	Foundations of Therapeutic Recreation
SRM 402	Client Assessments in Therapeutic Recreation
SRM 404	Therapeutic Recreation Techniques and Delivery Methods

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 122 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

COMM 107 Speech Communication
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH Basic Algebra or higher-level MATH
PHED 105 Wellness and Fitness
SRM 101 Introduction to Sport and Recreation Management

Third Semester (Fall)

ACCT 110 Survey of Accounting
BUSN 201 Principles of Management
COMM 104 Interpersonal Communication
or COMM 105 Mass Communication
IT 200 Intermediate PC Office Applications
SRM 202 Facilities Management

Fifth Semester (Fall)

BUSN 212 Written Communication
BUSN 401 Organizational Behavior
Curricular Elective^{2,4}
SRM 303 Legal Issues in Sport
SRM 305 Sport Promotion & Marketing

Seventh Semester (Fall)

Curricular Elective (300-level)^{2,4}
Curricular Elective (300-level)²
HRM 320 Selection and Placement
Track Course
Track Course

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

²Chosen from: ART 209, BUSN 102, BUSN 202, BUSN 212, BUSN 215, BUSN 220, any 300- or 400- level COMM course except COMM 495, CO-OP (maximum 3 credits), any 300- or 400- level HRM course with permission of instructor, ENGL 209, HOSP 103, HOSP 224, HOSP 228, or a course approved by the academic adviser.

³Therapeutic Recreation students must take BIOL 105 and 106.

⁴Therapeutic Recreation students must take PSYC 200 and PSYC 315.

Second Semester (Spring)

ENGL 102 College Writing II
IT 105 PC Office Applications
PHED 112 Standard First Aid and Personal Safety
Science Elective – Laboratory Course¹
SOC 101 Introduction to Sociology
SRM 201 Program Development and Planning

Fourth Semester (Spring)

Arts and Humanities Elective (200-level)¹
Math/Science Elective (200-level)¹
PSYC 101 General Psychology
SOC 206 Sociology of Sport
SRM 250 Bridge Experience in Sport and Recreation Management

Sixth Semester (Spring)

BUSN 330 Business Ethics
BUSN 402 Supervision and Leadership
Curricular Elective (200-level)^{2,4}
ECON 201 Principles of Economics I
SRM 423P Senior Internship Preparation
Track Course

Eighth Semester (Spring)

SRM 423 Senior Internship
SRM 450 Senior Seminar

Students may minor in another subject area by concentrating their 12 credits of curricular electives

plus 6 additional credits (total 18) in the same discipline (i.e. communications, hospitality, criminal justice).

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Teaching - Art Education Bachelor of Science

Curriculum Coordinator: David W. Porter, Associate Professor

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in Teaching: Art Education (K-12) is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in elementary, intermediate, and secondary classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the Bachelor of Science Degree in Teaching: Art Education (K-12) program include:

- *Preparing individuals to teach kindergarten through twelfth grade.
- *Providing a strong foundation in knowledge of child development.
- *Providing a family-centered, community-based context for the study of education.
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- *Adapting instructional strategies for children with special needs.
- *Encouraging teacher candidates to concentrate on either kindergarten through sixth grades or seventh through twelfth grades. (Because the developmental characteristics of children in these two groups are quite different, the appropriate educational strategies will also vary greatly.)
- *Providing a field experience in each of the eight semesters.
- *Focusing on the special and differing characteristics and needs of learners in rural and urban communities.
- *Preparing art educators who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism as educators and artists.

This Bachelor of Science in Teaching: Art Education (K-12) certification program prepares students for Pennsylvania certification to teach children kindergarten through twelfth grade in public and private schools or to continue their studies at the graduate level. Field experiences are essential program components and are integrated into all education coursework and are arranged by the Field Placement Coordinator for education. Current criminal history and child abuse clearances, and a current health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clear-

ances on an annual basis and copies must be on file in the education office. Students meeting all Pennsylvania Department of Education Certification requirements as outlined in the Exit Criteria, with a GPA of 3.00, receive a Bachelor of Science degree in Teaching: Art Education (K-12).

Education students are required to participate in Service Learning Projects. They must also attend education seminars and education information sessions as scheduled and join a professional education organization.

Education students are required to pay a semester fee of \$65 for curriculum lab fees. Weekender students are required to pay a \$20 trimester curriculum lab fee. Education majors pay a one time only fee of \$89, or the current market price, to purchase Live Text for electronic portfolio development.

College catalogs are recognized as contractual arrangements for the year in which the student enrolls; however, program requirements are subject to changes in state and federal requirements. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the Education Program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Art (ART) 114 - Electronic Media in the Arts

or Information Technology (IT) 105 - PC Office Applications

Art (ART) 433 - Professional Practices (Exhibit/Employment/Ethics)¹

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) 102 - College Algebra

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology Laboratory Elective²

English (ENGL) 201 - American Literature I

or English (ENGL) 202 - American Literature II

History (HIST) 109 - United States History I

or History (HIST) 110 - United States History II

Mathematics (MATH) 111 - College Mathematics, or higher-level MATH course

Physical Science (PHSC) 109 - Energy and the Environment

or Physical Science (PHSC) 110 - Global Change: Introduction to Earth Systems

or Biology (BIOL) 112 - Environmental Science

Psychology (PSYC) 101 - General Psychology

Psychology (PSYC) 201 - Child Psychology

Psychology (PSYC) 202 - Adolescence and Adulthood

Science Elective (200-level)³

Curriculum Courses:

Art (ART) 101 - Art History Survey I

Art (ART) 102 - Art History Survey II
 Art (ART) 103 - Color Theory
 Art (ART) 105 - Drawing and Composition I
 Art (ART) 107 - Figure Drawing I
 Art (ART) 109 - Two-Dimensional Design
 Art (ART) 110 - Three Dimensional Design
 Art (ART) 205 - Drawing and Composition II
 Art (ART) 215 - Fundamentals of Ceramics
 Art (ART) 225 - Fundamentals of Sculpture
 Art (ART) 301 - Modern and Post-Modern Art⁴
Education (EDUC) 001 to 006 - Education Observation/Participation
 Fundamental Art Studio⁵
 Intermediate Art Studio⁶
 Advanced Art Studio⁶/Senior Seminar
 Education (EDUC) 201 - Foundations of Education
 Education (EDUC) 211 - Educational Psychology
Education (EDUC) 302A - PRAXIS I
 Education (EDUC) 306 - Using Computers to Support Classroom Learning
 or Education (EDUC) 440 - Electronic Media for Teachers
 Education (EDUC) 313 - Art Education Media and Methods/Elementary Methods
 Education (EDUC) 320 - Teaching Children with Diverse Needs
 Education (EDUC) 423I - Student Teaching at the Intermediate Level
 Education (EDUC) 423S - Student Teaching at the Secondary Level
 Education (EDUC) 435 - Art Education Media and Methods/Secondary Methods
 Education (EDUC) 450 - Seminar: Contemporary Issues, Research, and Ethics
 Sociology (SOCI) 301 - Sociology of Diversity

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 131 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

ART 103 Color Theory
 ART 105 Drawing and Composition I
 ART 109 Two-Dimensional Design
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 PSYC 101 General Psychology
EDUC 001 Art Education Observation/Participation

Second Semester (Spring)

ART 110 Three-Dimensional Design
 ART 114 Electronic Media in the Arts
 or IT 105 PC Office Applications
 ENGL 102 College Writing II
 HIST 109 United States History I
 or HIST 110 United States History II
 PSYC 201 Child Psychology
 MATH 102 College Algebra
EDUC 002 Art Education
Observation/Participation
EDUC 302A Students must take the state required PRAXIS I: Academic Skills Assessments. (This is not a course.) Students must present evidence of passing PRAXIS I in order to enroll in 300-level Education courses.

First-year review by Division of Fine and Performing Arts.

Third Semester (Fall)

ART 101 Art History Survey I
ART 225 Fundamentals of Sculpture
EDUC 201 Foundations of Education
ENGL 201 American Literature I
or ENGL 202 American Literature II
Fundamental Art Studio⁵
MATH 111 College Mathematics
or higher-level MATH course
*EDUC 003 Art Education Observation/
Participation*
Sophomore Screening
*Students must apply to the Division of Education
for formal admission to the baccalaureate teaching
program.*

Fifth Semester (Fall)

ART 205 Drawing and Composition II
ART 301 Modern and Post-Modern Art⁴
COMM 107 Speech Communication
EDUC 313 Art Education Media and
Methods/Elementary Methods
PSYC 202 Adolescence and Adulthood
*EDUC 005 Art Education Observation/
Participation*
*EDUC 449 Students must take the state required,
PRAXIS II: Subject Assessments. Students are
required to attempt PRAXIS II prior to
Student Teaching.*

Seventh Semester (Fall)

EDUC 423I Student Teaching at the
Intermediate Level
EDUC 423S Student Teaching at the
Secondary Level

Fourth Semester (Spring)

ART 102 Art History Survey II
ART 107 Figure Drawing I
ART 215 Fundamentals of Ceramics
Biology Laboratory Elective²
EDUC 211 Educational Psychology
PHED 105 Wellness and Fitness
*EDUC 004 Art Education
Observation/ Participation*

Sixth Semester (Spring)

EDUC 306 Using Computers
to Support Classroom Learning
or EDUC 440 Electronic Media
for Teachers
EDUC 435 Art Education Media and
Methods/Secondary Methods
EDUC 320 Teaching Children with
Diverse Needs
Intermediate Art Studio⁶
PHSC 109 Energy and the Environment
or PHSC 110 Global Change
or BIOL 112 Environmental Science
SOCI 301 Sociology of Diversity
*EDUC 006 Art Education Observation/
Participation*

Eighth Semester (Spring)

Advanced Art Studio/Senior Seminar⁶
ART 433 Professional Practices¹
(Exhibit/Employment/Ethics)
EDUC 450 Seminar: Contemporary
Issues, Research, and Ethics
Science Elective (200-level)³

Footnotes:

¹ART 433 is a service learning course.

²To be chosen from BIOL 101/110, 102/111, or a course approved by the academic adviser.

³This course must be a 200-level course. Biology 200 and 210 do not satisfy this requirement. Physical Science 205 or Biological Anthropology 220 are recommended.

⁴ART 301 is a writing intensive course.

⁵To be chosen from: ART 209, ART 210, ART 215, ART 221, ART 225, ART 228, or ART 231.

⁶Intermediate and advanced art studio courses are determined by selection of fundamental art studio. Course selection must be approved by Keystone College Division of Fine Arts academic adviser.

Field Experiences are essential program components and are integrated into coursework in each semester for the Bachelor of Science in Teaching: Art Education (K-12) program. They are generally scheduled Monday through Friday, 8 a.m. to 5 p.m. during typical working hours. Students must register for EDUC 001 to 006 (Field Experiences) each semester. Field Experiences carry no credit.

Declaration of the Bachelor of Science in Teaching: Art Education (K-12) as a major does not ensure admission to the education program. This program strictly adheres to the Pennsylvania Department of Education's requirements for state certification and, therefore, admission into the education program. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the education program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Students must take and pass the PRAXIS I: Academic Skills Assessments (Pre-Professional Skills Tests in Reading, Writing, and Mathematics) at the completion of 36 credits. PRAXIS preparation classes are offered to students as a service for a fee. To apply for formal admission, students must obtain a 3.00 GPA in the most recent 48 credits, which must include six credits of Mathematics equivalent to Math 102 or higher, English 101, English 102, English 201 or 202, History 109 or 110, complete an interview with the coordinator of the art education program, and meet with designated education faculty members to review progress in the program.

Students not eligible to be accepted into the Education Program after completion of 48 credits will be advised to choose another major.

After formal admission to the art education program, students must continue to maintain a 3.00 GPA, fulfill required field experiences, and attempt to take and pass the required PRAXIS II: Fundamental Subjects: Content Knowledge (0511) and Art Content Knowledge (0133), prior to engaging in student teaching experiences. Students who are not successful in passing the PRAXIS I series and attempting to pass the required PRAXIS II series must participate in the preparation classes offered at the College. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I scores and attempting to pass PRAXIS II series specialty test(s). Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for the two student teaching experiences during the next fall semester. If students are unable to student teach during the fall semester, have met with their adviser, are unable to delay their student teaching until the following fall semester, and have completed all other coursework in this program, the student teaching candidate can meet with the Field Placement Coordinator by October 15th to be eligible for the two student teaching experiences during the next spring semester.

The academic adviser assists the students in planning his/her curriculum and in pre-registration, and monitors student progress on a semester by semester basis; however, **the student is ultimately responsible for meeting the requirements of the curriculum selected.**

The art education curriculum requires a cumulative 3.00 GPA, as well as a 3.00 GPA in major courses. Students who do not meet this requirement will be placed on probation and given one semester to re-attain a 3.00 GPA in order to continue in the program. If the 3.00 GPA is not re-attained, the student is NOT eligible to continue in the Art Education degree program.

Individuals who enroll in the College with an associate degree, or with 48 or more transfer credits, must take and pass the PRAXIS I prior to consideration for acceptance to the education program. Individuals with a bachelor's degree who seek post baccalaureate certification must have passing PRAXIS I series scores prior to admission into the certificate program and have a 3.0 or higher GPA in coursework that is being transferred.

The seventh semester of the Art Education Program is considered the professional semester when teacher candidates are student teaching. Because of the intensity of this professional experience, it is recommended that students not be employed nor take additional coursework during this semester. All education coursework essential for the student teaching experiences must be completed prior to the student teaching experiences.

Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institute, Urban Education Experiences, Adopt-A-School Programs). Course offerings are dependent on enrollment.

Students should meet each semester with advisers to plan coursework schedules. Course Sequence Advising Sheets must be followed. **Any variation from the required sequence must be approved by the adviser.** Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation for fieldwork exits.

All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. **Communication with all students will be through the Keystone email system.** It is the responsibility of each student to use the email address provided by the College.

EDUCATION PROGRAM EXIT CRITERIA

Overall Graduation Requirements:

*Successful completion of the Exit Criteria includes completion of an admission screening,

entrance essay, two letters of recommendation, teaching portfolio review, completion of all coursework, a cumulative GPA of 3.0, and all Keystone College and Pennsylvania Department of Education requirements.

Semester-by-Semester Requirements:

*Successful completion of preadmission art portfolio review (art education only).

*Successful completion of IDS 101 or IDS 101E for Education Majors.

*Successful completion of the sophomore application for admission review. The sophomore education program admission requirements include the following: completion of 48 credits, passing scores on the PRAXIS I series tests, 6 credits in math, 6 credits in English, 3 credits in American Literature, 3 credits in American History, an overall GPA of 3.0, required field experiences and the reflective essay, Why I Want to Be a Teacher.

*Successful completion of all General Education Requirements.

*Successful completion of all Program Requirements with a “B” or better as determined by the Curriculum Coordinator.

*Successful completion of Service Learning Projects as determined by the Curriculum Coordinator.

*Attempting to take and pass the PRAXIS II series tests prior to the professional semesters when student teaching occurs and participating in PRAXIS Preparation if success is not experienced.

*Successful completion of the applications for student teaching with recommendations from two full-time education faculty.

*Successful completion of student teaching requirements with a “B” or better in each placement. (Two placements for a total of 14 weeks are required).

*Successful evaluation on the PDE-430.

*Successful completion of the senior portfolio interview (for all areas of concentration).

*Successful maintenance of the required GPA (3.0 cumulative).

*Completion of the application for graduation including signatures from the academic adviser(s), curriculum coordinator(s) and division chair(s).

*The recommendation of the Keystone College Teacher Certification Officer.

*Successful illustration of the student teaching competencies as defined in The Student Teaching Experience and the Student Teaching Course Outline, i.e. competencies in:

- instructional planning and preparation
- establishing classroom environments
- demonstration of instructional strategies
- demonstration of effective classroom adaptations for children with special needs
- demonstration of professionalism.

*Completion of Senior Exhibition of artwork (art education only).

Bachelor of Science in Teaching: Child and Society

(non-certification program)

Curriculum Coordinator: Heather Shanks-McElroy, Ph.D., M.S.W., B.Ed.,
Assistant Professor

This bachelor of science degree program provides students with the foundation of a social sciences background, combined with the theoretical context for understanding the theories and process of education. Each concentration consists of 18 hours of coursework chosen from an approved list of courses.

Because it is intended as a completion degree, the Bachelor of Science in Teaching: Child and Society is individualized, with students working closely with advisers to select courses most beneficial for career choices, life endeavors, and/or advanced studies. This individualization can help students who wish to design their own curriculum within an overall education context, with guidance from the student's academic adviser and/or curriculum coordinator.

Students who have earned an associate degree and are seeking admission to the bachelor's degree program must have successfully completed HIST 109, PSYC 210, and EDUC 201. An interview between the student and the curriculum coordinator must also be completed before acceptance into the bachelor's program.

The academic adviser assists the student in planning his/her curriculum and in pre-registration; however the student is ultimately responsible for meeting the requirements of the curriculum selected.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Communications (COMM) 107 - Speech Communication
Education (EDUC) 450 - Seminar: Contemporary Research, Trends, and Issues
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 101 - Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology (BIOL) 101 or 110 - Newsworthy Topics in Biology
or Biology (BIOL) 102 or 111 - Human Health Issues
English (ENGL) 201 - American Literature I
or English (ENGL) 202 - American Literature II
Geography (GEOG) 340 - Cultural Geography
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II

Mathematics (MATH) 111 - College Mathematics
Mathematics (MATH) 205 - Statistics
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 201 - Child Psychology
Psychology (PSYC) 311 - Quantitative Methods for the Social and Behavioral Sciences
Sociology (SOC) 101 - Introduction to Sociology
Science Elective

Curriculum Requirements:

Concentration Elective
Concentration Elective
Concentration Elective
Concentration Elective
Concentration Elective
Concentration Elective
Education (EDUC) 001 to 006 - Education Observation/Participation
Education (EDUC) 201 - Foundations of Education
Education (EDUC) 211 - Educational Psychology
Education (EDUC) 216 - Child, Family, and Community
Education (EDUC) 306 - Using Computers to Support Classroom Learning
or Education (EDUC) 440 - Electronic Media for Teachers
Education (EDUC) 310 - Family Health and Safety
Education (EDUC) 315 - Developmental Assessment
Education (EDUC) 320 - Teaching Children with Diverse Needs
or Early Childhood Education (ECE) 220 - Early Intervention
English (ENGL) 328 - Children's Literature
Human Services (HSER) 210 - The Helping Relationship
Human Services (HSER) 212 - Human Services Systems
Human Services (HSER) 423 - Field Experience
Psychology (PSYC) 225 - Psychology of Exceptionalities
Psychology (PSYC) 314 - Psychopathology
Psychology (PSYC) 401 - Organizational Behavior
Psychology (PSYC) 402 - Supervision and Leadership
Sociology (SOC) 205 - Sociology of the Family
Sociology (SOC) 301 - Sociology of Diversity

Education Concentration Electives:

Students must complete a minimum of 18 credits from the following list of courses:

Art (ART) 305 - Experiencing the Arts
Art (ART) 385 - Introduction to Art Therapy
Communication (COMM) 104 - Interpersonal Communication
Communication (COMM) 105 - Mass Communication
Communication (COMM) 328 - Small Group Communication
Early Childhood Education (ECE) 101 - Introduction to Early Childhood Education
Early Childhood Education (ECE) 102 - Guiding Play and Learning
Early Childhood Education (ECE) 201 - Curriculum and Program Planning (Ages 0-3)
Early Childhood Education (ECE) 202 - Curriculum and Program Planning (Ages 3-8)
Early Childhood Education (ECE) 220 - Early Intervention

Early Childhood Education (ECE) 235 - Special Studies in ECE: Emergent Literacy
 Early Childhood Education (ECE) 250 - Early Childhood Education Seminar
 Education (EDUC) 101 - Introduction to Education
 Education (EDUC) 302 - Elementary Curriculum
 Education (EDUC) 309 - Classroom Management
 Education (EDUC) 330 - Language Arts and Literacy I
 Education (EDUC) 331 - Language Arts and Literacy II
 Education (EDUC) 350 - Administration and Supervision in Schools for Young Children
 Education (EDUC) 411 - Creating Education Materials
 Music (MUSC) 101 - Introduction to Music
 Physical Science (PHSC) 109 - Energy and the Environment
 Physical Science (PHSC) 110 - Global Change: Introduction to Earth Systems
 Psychology (PSYC) 200 - Developmental Psychology
 Psychology (PSYC) 202 - Adolescence and Adulthood
 Psychology (PSYC) 315 - Psychology of Disability
 Psychology (PSYC) 335 - Psychology of Trauma
 Religion (RELG) 206 - Survey of World Religions
 Sociology (SOC) 204 - Sociology of Social Problems
 Sociology (SOC) 350 - Social Deviance
 Spanish (SPAN) 101 - Elementary Spanish I
 Spanish (SPAN) 102 - Elementary Spanish II
 Spanish (SPAN) 201 - Intermediate Spanish I
 Spanish (SPAN) 202 - Intermediate Spanish II
 Sport and Recreation Management (SRM) 307 - Principles of Coaching
 Sport and Recreation Management (SRM) 313 - Facilitation of Leadership Activities
 Theatre (THEA) 105 - Acting I
 Theatre (THEA) 205 - Acting II

Human Services Concentration Electives:

Students must complete a minimum of 18 credits from the following list of courses:

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology
 Anthropology (ANTH) 212 - People and Cultures of Africa
 Anthropology (ANTH) 213 - Peoples and Cultures of the Middle East
 Anthropology (ANTH) 214 - Peoples and Cultures of Asia
 Art (ART) 385 - Introduction to Art Therapy
 Biology (BIOL) 200 - Biological Dimensions of Human Sexuality
 Communications (COMM) 104 - Interpersonal Communication
 Communications (COMM) 105 - Mass Communication
 Communications (COMM) 328 - Small Group Communication
 Criminal Justice (CJ) 102 - Introduction to Criminal Justice
 Criminal Justice (CJ) 201 - Criminology
 Criminal Justice (CJ) 205 - Criminal Justice and Public Policy
 Criminal Justice (CJ) 210 - Juvenile Delinquency
 Criminal Justice (CJ) 302 - Criminal Evidence and Court Procedures
 Criminal Justice (CJ) 317 - Juvenile Justice System
 Early Childhood Education (ECE) 101 - Introduction to Early Childhood Education
 Early Childhood Education (ECE) 102 - Guiding Play and Learning
 Early Childhood Education (ECE) 220 - Early Intervention

Music (MUSC) 101 - Introduction to Music
 Paralegal (PARA) 102 - Legal Research and Writing I and II
 Paralegal (PARA) 304 - Interviewing and Interpersonal Relationships
 Paralegal (PARA) 306 - Domestic Relations Law
 Political Science (POSC) 101 - American National Government
 Political Science (POSC) 201 - State and Local Government
 Political Science (POSC) 302 - Civil Rights in America
 Psychology (PSYC) 200 - Developmental Psychology
 Psychology (PSYC) 202 - Adolescence and Adulthood
 Psychology (PSYC) 307 - Social Psychology
 Psychology (PSYC) 315 - Psychology of Disability
 Psychology (PSYC) 325 - Forensic Psychology
 Psychology (PSYC) 335 - Psychology of Trauma
 Religion (RELG) 206 - Survey of World Religions
 Sociology (SOCL) 204 - Sociology of Social Problems
 Sociology (SOCL) 206 - Sociology of Sport and Recreation
 Sociology (SOCL) 350 - Social Deviance
 Spanish (SPAN) 101 - Elementary Spanish I
 Spanish (SPAN) 102 - Elementary Spanish II
 Spanish (SPAN) 201 - Intermediate Spanish I
 Spanish (SPAN) 202 - Intermediate Spanish II
 Sport and Recreation Management (SRM) 315 - Facilitation of Leadership Activities
 Sport and Recreation Management (SRM) 402 - Client Assessment in Therapeutic Recreation
 Sport and Recreation Management (SRM) 404 - Therapeutic Recreation Techniques and Delivery Methods
 Theatre (THEA) - Acting I
 Theatre (THEA) 205 - Acting II

Criminal Justice Concentration Electives:

Students must complete a minimum of 18 credits from the following list of courses:

Biology (BIOL) 130 - Introduction to Forensic Science
 Biology (BIOL) 200 - Biological Dimensions of Human Sexuality
 Communications (COMM) 104 - Interpersonal Communication
 Communications (COMM) 105 - Mass Communication
 Communications (COMM) 328 - Small Group Communication
 Criminal Justice (CJ) 102 - Introduction to Criminal Justice
 Criminal Justice (CJ) 201 - Criminology
 Criminal Justice (CJ) 205 - Criminal Justice and Public Policy
 Criminal Justice (CJ) 210 - Juvenile Delinquency
 Criminal Justice (CJ) 302 - Criminal Evidence and Court Procedures
 Criminal Justice (CJ) 317 - Juvenile Justice System
 Criminal Justice (CJ) 350 - Restorative Justice Practices
 Paralegal (PARA) 102 - Legal Research and Writing I and II
 Paralegal (PARA) 304 - Interviewing and Interpersonal Relationships
 Paralegal (PARA) 306 - Domestic Relations Law
 Political Science (POSC) 301 - Constitutional/Criminal Law
 Political Science (POSC) 302 - Civil Rights in America

Political Science (POSC) 303 -Comparative Government
 Psychology (PSYC) 200 - Developmental Psychology
 Psychology (PSYC) 202 - Adolescence and Adulthood
 Psychology (PSYC) 307 - Social Psychology
 Psychology (PSYC) 315 - Psychology of Disability
 Psychology (PSYC) 325 - Forensic Psychology
 Psychology (PSYC) 335 - Psychology of Trauma
 Religion (RELG) 206 - Survey of World Religions
 Sociology (SOCL) 204 - Sociology of Social Problems
 Sociology (SOCL) 350 - Social Deviance
 Spanish (SPAN) 101 - Elementary Spanish I
 Spanish (SPAN) 102 - Elementary Spanish II
 Spanish (SPAN) 201 - Intermediate Spanish I
 Spanish (SPAN) 202 - Intermediate Spanish II

Social Science Concentration Electives:

Students must complete a minimum of 18 credits from the following list of courses:

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology
 Anthropology (ANTH) 212 - People and Cultures of Africa
 Anthropology (ANTH) 213 - Peoples and Cultures of the Middle East
 Anthropology (ANTH) 214 - Peoples and Cultures of Asia
 Communications (COMM) 105 - Mass Communication
 Communications (COMM) 328 - Small Group Communication
 Criminal Justice (CJ) 102 - Introduction to Criminal Justice
 Criminal Justice (CJ) 201 - Criminology
 Criminal Justice (CJ) 210 - Juvenile Delinquency
 Criminal Justice (CJ) 317 - Juvenile Justice System
 Economics (ECON) 201 - Principles of Economics I
 Economics (ECON) 202 - Principles of Economics II
 Geography (GEOG) 101 - Introduction to Geography
 History (HIST) 101 - Making of the Modern World
 History (HIST) 102 - Western Civilization
 Philosophy (PHIL) 101 - Introduction to Philosophy I
 Philosophy (PHIL) 102 - Introduction to Philosophy II
 Political Science (POSC) 101 - American National Government
 Political Science (POSC) 201 - State and Local Government
 Political Science (POSC) 204 - Sociology of Social Problems
 Political Science (POSC) 210 - Introduction to Public Policy
 Political Science (POSC) 301 - Constitutional/Criminal Law
 Political Science (POSC) 302 - Civil Rights in America
 Political Science (POSC) 303 - Comparative Government
 Political Science (POSC) 307 - International Relations
 Psychology (PSYC) 200 - Developmental Psychology
 Psychology (PSYC) 202 - Adolescence and Adulthood
 Psychology (PSYC) 307 - Social Psychology
 Psychology (PSYC) 315 - Psychology of Disability
 Psychology (PSYC) 325 - Forensic Psychology
 Psychology (PSYC) 335 - Psychology of Trauma

Religion (RELG) 206 - Survey of World Religions
 Sociology (SOCl) 204 - Sociology of Social Problems
 Sociology (SOCl) 206 - Sociology of Sport and Recreation
 Sociology (SOCl) 350 - Social Deviance
 Spanish (SPAN) 101 - Elementary Spanish I
 Spanish (SPAN) 102 - Elementary Spanish II
 Spanish (SPAN) 201 - Intermediate Spanish I
 Spanish (SPAN) 202 - Intermediate Spanish II

Recommended Sequence of Courses:

First Semester (Fall)

EDUC 001 Education Observation/
 Participation
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 MATH 101 Basic Algebra
 PSYC 101 General Psychology
 SOCl 101 Introduction to Sociology

Third Semester (Fall)

EDUC 003 Education Observation/
 Participation
 EDUC 201 Foundations of Education
 EDUC 216 Child, Family, and Community
 ENGL 201 American Literature I
 or ENGL 202 American Literature II
 MATH 111 College Mathematics
 SOCl 205 Sociology of the Family

Fifth Semester (Fall)

Concentration Elective
 Concentration Elective
 EDUC 005 Education Observation/
 Participation
 EDUC 306 Using Computers to Support
 Classroom Learning
 or EDUC 440 Electronic Media for Teachers
 EDUC 310 Family Health and Safety
 HSER 210 The Helping Relationship

Second Semester (Spring)

BIOL 101 or BIOL 110 Newsworthy
 Topics in Biology
 or BIOL 102 or BIOL 111
 Human Health Issues
 COMM 107 Speech Communication
 EDUC 002 Education Observation/
 Participation
 ENGL 102 College Writing II
 HIST 109 United States History I
 or HIST 110 United States
 History II
 PHED 105 Wellness and Fitness
 PSYC 201 Child Psychology

Fourth Semester (Spring)

EDUC 004 Education Observation/
 Participation
 EDUC 211 Educational Psychology
 EDUC 320 Teaching Children with
 Diverse Needs
 or ECE 220 Early Intervention
 ENG 328 Children's Literature
 Science Elective
 GEOG 340 Cultural Geography

Sixth Semester (Spring)

Concentration Elective
 Concentration Elective
 EDUC 006 Education Observation/
 Participation
 EDUC 315 Developmental
 Assessment
 HSER 212 Human Service Systems
 PSYC 314 Psychopathology

Seventh Semester (Fall)

Concentration Elective

HSER 423 Field Experience

PSYC 311 Quantitative Methods for the
Social and Behavioral Sciences

PSYC 401 Organizational Behavior

SOCI 301 Sociology of Diversity

Eighth Semester (Spring)

Concentration Elective

EDUC 450 Seminar: Contemporary
Research, Trends, and Issues

Free Elective

MATH 205 Statistics

PSYC 402 Supervision and
Leadership

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least the 128 credits for graduation.

Not every course is offered every semester at every location. Course offerings are dependent on enrollment.

Teaching: Mathematics (7th through 12th grade) Bachelor of Science**

Curriculum Coordinator: Patricia Bederman Miller, Ph.D., Professor

***Pending approval from Pennsylvania Department of Education*

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in Secondary Education Mathematics is to educate women and men in the liberal arts tradition, emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing environments and instruction in secondary mathematics classrooms. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively, and examine ethical issues in order to improve the quality of school experiences.

The goals for the BS in Teaching: Mathematics (7th – 12th grade) degree program include:

- *Preparing individuals to teach mathematics in seventh through twelfth grade.
- *Providing a strong foundation in knowledge of student development.
- *Providing a family-centered, community-based context for the study of education.
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- *Adapting instructional strategies for students with special needs.
- *Providing a field experience in each of the eight semesters.
- *Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- *Preparing secondary educators who can competently:
 - engage in instructional planning and preparation;
 - establish classroom environments;
 - demonstrate instructional strategies;
 - demonstrate effective classroom adaptations for children with special needs; and
 - demonstrate professionalism.

Keystone College's Bachelor of Science degree in Teaching: Mathematics (7th - 12th grade) prepares students for Pennsylvania certification to teach mathematics in grades seven through twelve in public and private schools. Field experiences are essential program components and are integrated into all education coursework and are arranged by the Field Coordinator for Education. Current criminal history and child abuse clearance, and a current health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis and copies must be on file in the Education office. Students meeting all Pennsylvania Department of Education Certification requirements as outlined in the Exit Criteria, with a cumulative GPA of 3.00, receive a Bachelor of Science Degree in Teaching: Mathematics (7th – 12th grade). Education students are required to participate in Service Learning Projects. They must

also attend education seminars and education information sessions as scheduled and join a professional education organization.

Education students are required to pay a semester fee of \$65 for curriculum lab fees. Weekender students are required to pay a \$20 trimester curriculum lab fee. Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

The college catalog is recognized as a contractual arrangement for the student; however, the program is subject to changes in state and federal requirements. **Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the Education Program as a teacher candidate or the College Catalog that is current at the time of their graduation.**

It is the mission of the Division of Natural Sciences and Mathematics to prepare exemplary teachers, and teacher educators. We seek to promote a thriving intellectual community, recognized for the highest quality research and scholarly contributions that enhance educational theory and practice in the Mathematics curriculum, instruction, and related disciplines; exemplary undergraduate teaching and other educational opportunities; and noteworthy professional service and leadership.

The goals of the program are:

1. to make significant contributions to the advancement of knowledge concerning educational theory and practice in curriculum, instruction, and related disciplines through research;
2. to develop and deliver exemplary instructional programs for teachers, and teachers of teachers.
3. to collaborate with individuals and institutions to improve the quality of education so as to promote and enhance a democratic and just society.
4. to insure all students and faculty are aware of, and understand, the mission of the program.
5. to recruit members of a working advisory board who provide input and guidance to the program.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading or DVED 108T (test out) Page 95.

Core Courses:

Communication (COMM) 107 - Speech Communication
Education (EDUC) 450 - Prof. Practices: Issues, Research & Ethics for Educators
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 102 - College Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology Laboratory Elective¹

English (ENGL) 201- American Literature I

or English (ENGL) 202 - American Literature II

History (HIST) 109 - United States History I

or History (HIST) 110 - United States History II

Mathematics (MATH) 111 - College Mathematics or higher-level MATH course

Physical Science (PHSC) 109 - Energy and the Environment

or Physical Science (PHSC) 110 - Global Change - Introduction to Earth Systems

or Biology (BIOL) 112 - Environmental Science

Psychology (PSYC) 101 - General Psychology

Psychology (PSYC) 202 – Adolescence and Adulthood

Science Elective (200-level)³

Curriculum Courses:

Education (EDUC) 001 to 006 - Education Observation/Participation

Education (EDUC) 101 - Introduction to Teaching

Education (EDUC) 201 - Foundations of Education

Education (EDUC) 211 - Educational Psychology

Education (EDUC) 302A - PRAXIS I

Education (EDUC) 306 - Using Computers to Support Classroom Learning

Education (EDUC) 315 - Developmental Assessment

Education (EDUC) 320 - Teaching Children with Diverse Needs

Education (EDUC) 335 - Mathematics Education Media and Methods/Secondary Methods

Education (EDUC) 425 - Teaching at the Intermediate and Secondary Levels

Education (EDUC) 423I - Student Teaching at the Intermediate Level

Education (EDUC) 423S - Student Teaching at the Secondary Level

Mathematics (MATH) 200 - Mathematics Throughout History

Mathematics (MATH) 205 - Statistics

Mathematics (MATH) 225 - Techniques of Calculus I

Mathematics (MATH) 230 - Techniques of Calculus II

Mathematics (MATH) 305 - Communications in Mathematics

Mathematics (MATH) 310 - Discrete Mathematical Structures

Mathematics (MATH) 314 - Statistics and Research

Mathematics (MATH) 315 - Modern Geometry

Mathematics (MATH) 320 - Linear Algebra

Mathematics (MATH) 325 - Abstract Algebra I

Mathematics (MATH) 330 - Techniques of Calculus III

Mathematics Elective²

Mathematics Elective²

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 128 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

IT 105 PC Office Applications
EDUC 001 Education Observation/Participation
EDUC 101 Introduction to Teaching
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH 102 College Algebra
PSYC 101 General Psychology

Third Semester (Fall)

EDUC 003 Education Observation/Participation
EDUC 211 Educational Psychology
ENGL 201 American Literature I
or ENGL 202 American Literature II
MATH 200 Mathematics Throughout History
MATH 225 Calculus I
PSYC 202 Adolescence and Adulthood
Sophomore Screening
Students must apply for formal admission
to the baccalaureate program (portfolio review).

Fifth Semester (Fall)

EDUC 005 Education Observation/Participation
EDUC 306 Using Computers to Support
Classroom Learning
EDUC 320 Teaching Children with Diverse
Needs
MATH 310 Discrete Mathematics
MATH 314 Statistics and Research
MATH 330 Calculus III
Science Elective (200 Level)³
EDUC 449 Students must attempt the state required
PRAXIS II series specialty test(s) prior to the beginning
of the student teaching experiences. (This is not a course.)

Second Semester (Spring)

Biology Laboratory Elective¹
EDUC 002 Education Observation/
Participation
EDUC 201 Foundations of
Education
ENGL 102 College Writing II
HIST 109 United States History I
or HIST 110 United States
History II
MATH 111 College Mathematics
PHED 105 Wellness and Fitness
EDUC 302A *Students must take and*
pass the state required PRAXIS I:
Academic Skills Assessments. (This
is not a course.)

Fourth Semester (Spring)

EDUC 004 Education Observation/
Participation
COMM 107 Speech Communication
MATH 205 Statistics
MATH 230 Calculus II
MATH 314 Statistics and Research
PHSC 109 Energy and the
Environment
or PHSC 110 Global Change
or BIOL 112 Environmental Science

Sixth Semester (Spring)

EDUC 006 Education Observation/
Participation
EDUC 315 Developmental
Assessment
EDUC 335 Mathematics Education
Media
Mathematics Elective²
MATH 315 Modern Geometry
MATH 320 Linear Algebra
EDUC 449 Students must attempt the
state required PRAXIS II series specialty
test(s) prior to the beginning of the student
teaching experiences. (This is not a course.)

Seventh Semester (Fall)

1st Half of Semester

EDUC 450 Professional Practices: Issues,
Research & Ethics for Educators

Full Semester

Free Elective

Mathematics Elective²

MATH 305 Communications in Math

MATH 325 Abstract Algebra

Eighth Semester (Spring)

Two Weeks

EDUC 425 Teaching at the
Intermediate and Secondary Levels

1st Half of Semester

EDUC 423S Student Teaching at the
Secondary Level

2nd Half of Semester

EDUC 423I Student Teaching at the
Intermediate Level

Footnotes:

¹BIOL 105, 106, 113, 114, or BIOL 130 are recommended. Other course selection requires advisor approval.

² Two Mathematics Electives to be chosen from:

MATH 110 Trigonometry.

MATH 335 Differential Equations

MATH 113 - Pre-Calculus

MATH 340 Number Theory

³To be chosen from: BIOL 230; PHYS 200 or 205

Declaration of Teaching: Mathematics (7th – 12th grade) as a major does not ensure admission to the education program. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the education program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Students must take and pass the PRAXIS I: Academic Skills Assessments (Pre-Professional Skills Tests in Reading, Writing, and Mathematics) at the completion of 36 credits. PRAXIS preparation classes are offered to students as a service for a fee.

To apply for formal admission, students must obtain a 3.00 GPA in the most recent 48 credits, which must include a minimum of eighteen credits of mathematics equivalent to Math 102 or higher, and English 101, English 102, English 201 or 202, History 109 or 110, complete an interview with the coordinator of the Secondary Education Mathematics program, and meet with designated education faculty members to review progress in the program.

Students not eligible to be accepted into the Secondary Education Mathematics program after completion of 48 credits will be asked to choose another major.

After formal admission to the program, students must continue to maintain a cumulative 3.00 GPA, fulfill required field experiences and attempt the required PRAXIS II prior to engaging in student teaching. Students who are not successful in passing the PRAXIS I series and attempting to pass the required PRAXIS II series **must** participate in the preparation classes offered at the College. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I scores and of attempting the PRAXIS II series specialty test(s). Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement

Coordinator by February 28th to be eligible for a student teaching experience in the spring semester.

The academic adviser assists the students in planning his/her curriculum and in preregistration, and monitors student progress on a semester by semester basis; however, **the student is ultimately responsible for meeting the requirements of the curriculum selected.**

The secondary education mathematics curriculum requires a cumulative 3.00 GPA as well as a 3.00 GPA in major courses. Students who do not meet this requirement will be placed on probation and given one semester to regain a 3.00 GPA in order to continue in the program. If the 3.00 GPA is not regained, the student is NOT eligible to continue in the Secondary Education Mathematics degree program.

Individuals who enroll in the College with an associate degree, or with 48 or more transfer credits, must take and pass the PRAXIS I prior to consideration for acceptance to the education program. Individuals with a bachelor's degree who seek post baccalaureate certification must have passing PRAXIS I series scores prior to admission into the certificate program.

The seventh and eighth semesters of the education program are considered professional semesters and students are participating in student teaching. Because of the intensity of the combined coursework and experiences, **it is recommended that students not be employed.** All education coursework essential for the student teaching experience must be completed prior to the student teaching experience.

Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates. (Governor's Institutes, Urban Education Experiences, Adopt-A-School Programs). Course offerings are dependent on enrollment.

Students should meet each semester with advisers to plan coursework schedules. Course Sequence Advising Sheets must be followed. **Any variation from the required sequence must be approved by the adviser.** Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation for filed work exists.

EDUCATION PROGRAM EXIT CRITERIA

Overall Graduation Requirements:

*Successful completion of the Exit Criteria includes completion of an admission screening, entrance essay, two letters of recommendation, portfolio review, and completion of all coursework, a cumulative GPA of 3.00, and all Keystone College and Pennsylvania Department of Education requirements.

Semester-by-Semester Requirements:

- *Successful completion of IDS 101 or IDS 101E for Education Majors.
- *Successful completion of the sophomore application for admission review. The sophomore education program admission requirements include the following: completion of 48 credits, passing scores on the PRAXIS I series tests, 6 credits in math, 6 credits in English, 3 credits in American Literature, 3 credits in American History, an overall GPA of 3.00, required field experiences and the reflective essay, Why I Want to Be a Teacher.
- *Successful completion of all General Education Requirements.
- *Successful completion of all Program Requirements with a “B” or better as determined by the Curriculum Coordinator.
- *Successful completion of Service Learning Projects as determined by the Curriculum Coordinator.
- *Successful completion of the applications for student teaching with recommendations from two full-time education faculty.
- *Successful completion of student teaching requirements with a “B” or better in each placement. (Two placements for a total of 14 weeks are required).
- *Successful evaluation on the PDE-430.
- *Successful completion of the senior portfolio interview (for all areas of concentration).
- *Successful maintenance of the required GPA (3.00 cumulative).
- *Completion of the application for graduation including signatures from the academic adviser(s), curriculum coordinator(s) and division chair(s).
- *The recommendation of the Keystone College Teacher Certification Officer.
- *Successful illustration of the student teaching competencies as defined in the Education Manual and the Student Teaching Course Outline, i.e. competencies in:
 - instructional planning and preparation
 - establishing classroom environments
 - demonstration of instructional strategies
 - demonstration of effective classroom adaptations for children with special needs
 - demonstration of professionalism.

Teaching: Social Studies 7-12 Bachelor of Science**

Curriculum Coordinator: Janet Wrightnour, Associate Professor

***Pending approval from Pennsylvania Department of Education*

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The mission of the baccalaureate program in Teaching: Social Studies is to educate women and men in the liberal arts tradition, while also emphasizing professional teacher preparation. The program is organized to foster the development of skilled teachers who can utilize best practices for planning and preparing for social studies instruction. These educators will be self-directed individuals who can communicate effectively, make informed decisions, think critically and creatively and examine ethical issues in order to improve the quality of life in the community and environment. Specifically, the baccalaureate program prepares individuals to teach social studies to students in grades 7-12 in public and private schools.

The goals for the Teaching: Social Studies Degree Program are:

- * Prepare individuals to teach social studies in grades seven through twelve.
- * Provide a strong foundation in the social sciences.
- * Focus on diverse cultural and pedagogical issues.
- * Provide a strong research base related to the processes of learning and teaching.
- * Demonstrate learning as a constructive activity, which integrates many kinds of knowledge.
- * Help students become skilled in assessing the abilities of learners; skilled in organizing educational activities that promote high levels of achievement; and, building relationships with learners that foster optimum development.
- * Provide a field experience in each of the eight semesters.
- * Focus on the special and differing characteristics and needs of learners in rural communities and urban areas.

*Preparing Social Studies Educators who can competently:

- demonstrate a broad knowledge base in the social sciences;
- engage in instructional planning and preparation;
- establish classroom environments;
- demonstrate instructional strategies;
- demonstrate effective classroom adaptations for children with special needs, and
- demonstrate professionalism.

Keystone College offers a Bachelor of Science degree in Teaching: Social Studies 7-12 which prepares students for Pennsylvania certification to teach students in grades 7-12 in public and private schools. Field experiences are essential program components and are integrated into all education coursework and are arranged by the Field Coordinator for education. Current criminal history and child abuse clearance, and a current health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis and copies must be on file in the education office. Students meeting all Pennsylvania Department of Education Certification requirements as outlined in the Exit Criteria, with a GPA of 3.00, receive a Bachelor of Science Degree in Teaching: Social Studies 7-12.

Education students are required to participate in Service Learning Projects. They must

also attend education seminars and education information sessions as scheduled and join a professional education organization.

Education students are required to pay a semester fee of \$65 for curriculum lab fees. Weekender students are required to pay a \$20 trimester curriculum lab fee. Education majors pay a one time only fee of \$89, or the current market price, to purchase Live Text for electronic portfolio development

College catalogs are recognized as contractual arrangements for the year in which the student enrolls; however, program requirements are subject to changes in state and federal requirements. Teacher candidates are expected to follow the catalog that is in force at the time they are accepted into the education program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 95)

Core Courses:

Communication (COMM) 107 - Speech Communication
Education (EDUC) 450 – Seminar: Contemporary Research, Issues, and Ethics in Education
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 – PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 102 - College Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology Lab Elective¹
English (ENGL) 201 – American Literature I
or English (ENGL) 202 – American Literature II
History (HIST) 109 – United States History I
History/Political Science (HIST/POSC) 302 – History of the Civil Rights Movement
Mathematics (MATH) 111 – College Mathematics
Psychology (PSYC) 101 – General Psychology
Psychology (PSYC) 202 – Adolescence and Adulthood
Science Elective (200-level)²
Sociology (SOC) 101 – Introduction to Sociology

Curriculum Courses:

Anthropology (ANTH) 101 – Introduction to Cultural Anthropology
Economics (ECON) 201 – Principles of Economics I
Economics (ECON) 202 – Principles of Economics II
Geography (GEOG) 101 – Intro to Geography
Geography (GEOG) 340 – Cultural Geography
Education (EDUC) 001-006 Education Observation/Participation
Education (EDUC) 101 – Introduction to Teaching
Education (EDUC) 201 – Foundations of Education
Education (EDUC) 211 – Educational Psychology

Education (EDUC) 302A – Praxis I
 Education (EDUC) 306 – Using Computers in the Classroom
 Education (EDUC) 309 – Classroom Management
 Education (EDUC) 315 – Developmental Assessment
 Education (EDUC) 320 – Teaching Students with Diverse Needs
 Education (EDUC) 325 – Social Studies Curriculum and Methods
 Education (EDUC) 332 – Reading in the Content Area
 Education (EDUC) 425 – Pre-Practicum: Teaching at the Intermediate and Secondary Levels
 Education (EDUC) 423I – Student Teaching at the Intermediate Level
 Education (EDUC) 423S – Student Teaching at the Secondary Level
 History (HIST) 101 – The Making of the Modern World
 History (HIST) 102 – Western Civilization
 History (HIST) 110 – United States History II
 Physical Science (PHSC) 109 – Energy and the Environment
 or Physical Science (PHSC) 110 – Global Change-Introduction to Earth Systems
 or Biology (BIOL) 112 – Environmental Science
 Political Science (POSC) 101 – American National Government
 Political Science (POSC) 201 – State and Local Government
 Political Science Elective (300 level)
 Psychology (PSYC) 225 – Psychology of Exceptionalities
 Sociology (SOC) 205 – Sociology of the Family

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 133 credits for graduation.

Required Sequence of Courses:

First Semester (Fall)

EDUC 001 Education Observation/Participation
 EDUC 101 Introduction to Education
 ENGL 101 College Writing I
 HIST 109 United States History I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 PSYC 101 General Psychology

Second Semester (Spring)

EDUC 002 Education Observation/
 Participation
 EDUC 201 Foundations of
 Education
 ENGL 102 College Writing II
 HIST 110 United States History II
 MATH 102 College Algebra
 PSYC 202 Adolescence
 and Adulthood
 SOCI 101 Introduction to Sociology
 EDUC 302A Praxis I: Academic
 Skills Assessment
*Students must take and pass the state
 required Praxis I. (This is not a course).*

Third Semester (Fall)

ANTH 101 Introduction to Cultural Anthropology
BIOL 101 Newsworthy Topics in Biology
or BIOL 110 Newsworthy Topics in Biology
EDUC 003 Education Observation/Participation
EDUC 211 Educational Psychology
HIST 102 Western Civilization
MATH 111 College Mathematics
PHED 105 Wellness and Fitness
Sophomore Screening
Students must apply for formal admission to the baccalaureate program. (Portfolio Review)

Fifth Semester (Fall)

ECON 201 Principles of Economics I
EDUC 005 Education Observation/Participation
EDUC 320 Teaching Students with Diverse Needs
EDUC 325 Social Studies Curriculum and Methods
POSC 101 American National Government
SOCIO 205 Sociology of the Family
Science Elective (200-level)²
EDUC 449A Praxis II: Subject Assessments
Students must attempt to pass the state required Praxis II prior to the beginning of the Student Teaching Experiences. (This is not a course.)

Seventh Semester (Fall)

EDUC 309 Classroom Management
EDUC 332 Reading in the Content Areas
EDUC 450 Seminar: Contemporary Research, Issues, and Ethics in Education
GEOG 340 Cultural Geography

Fourth Semester (Spring)

COMM 107 Speech Communication
EDUC 004 Education Observation/Participation
ENGL 201 American Literature I
or ENGL202 American Literature II
GEOG 101 Introduction to Geography
HIST 101 The Making of the Modern World
PHSC 109 Energy and the Environment
or PHSC 110 Global Change
or BIOL 112 Environmental Science
PSYC 225 Exceptional Children

Sixth Semester (Spring)

ECON 202 Principles of Economics II
EDUC 006 Education Observation/Participation
EDUC 306 Using Computers in the Classroom
EDUC 315 Developmental Assessment
HIST 302 History of the Civil Rights Movement
POSC 201 State & Local Government
Political Science Elective - 300-level
EDUC 449A Praxis II: Subject Assessments
Students must attempt to pass the state required Praxis II prior to the beginning of the Student Teaching Experiences. (This is not a course.)

Eighth Semester (Spring)

EDUC 423I Student Teaching at the Intermediate level
EDUC 423S Student Teaching at the Secondary Level
EDUC 425 Pre-Practicum/Teaching at the Intermediate and Secondary Levels
GRAD 201 Baccalaureate Graduation

Footnotes:

¹BIOL 101, 102 or BIOL 110, 111 recommended. Other BIOL courses need advisor approval.

²Science Elective must be 200-level. BIOL 200 and BIOL 210 do not fulfill requirement.

***Any variation from the required sequence must be approved by the adviser.**

Field Experiences are essential program components and are integrated into coursework in each semester for the Bachelor of Science in Teaching: Social Studies 7-12. They are generally scheduled Monday through Friday, 8 a.m. to 5 p.m. during typical working hours. Students may register for ECE 001 to 006 (Field Experiences) each semester as advised. Field experiences carry no credit.

Declaration of Social Studies Teaching as a major does not ensure admission to the Education Program. Teacher candidates must follow the catalog in force at the time they are accepted into the education program as a teacher candidate or the College Catalog that is current at the time of their graduation.

Students must take and pass the PRAXIS I: Academic Skills Assessments (Pre-Professional Skills Tests in Reading, Writing, and Mathematics) at the completion of 36 credits. PRAXIS preparation classes are offered to students as a service for a fee. To apply for formal admission, students must obtain a 3.00 GPA in the most recent 48 credits, which must include six credits of mathematics equivalent to Math 102 or higher, English 101, English 102, English 201 or 202, History 109 or 110, complete an interview with the coordinator of the Social Studies Education program, the education adviser and meet with designated education faculty members to review progress in the program.

Students not eligible to be accepted into the Education Program after the completion of 48 credits will be asked to choose another major.

After formal admission to the Social Studies education program, students must continue to maintain a 3.00 GPA, fulfill required field experiences, and attempt to pass the required PRAXIS II: Social Studies: Content Knowledge (0081) and Fundamental Subjects: Content Knowledge (0511) prior to engaging in student teaching experiences. Students who are not successful in passing the PRAXIS I and attempting to pass the required PRAXIS II Series must participate in the preparation classes offered at the College. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I scores and evidence of attempting to pass PRAXIS II series specialty test(s). Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester.

The academic adviser assists the students in planning his/her curriculum and in preregistration, and monitors student progress on a semester by semester basis; however, **the student is ultimately responsible for meeting the requirements of the curriculum selected.**

The Teaching: Social Studies 7-12 curriculum requires a cumulative 3.00 GPA, as well as a 3.00 GPA in the major. Students who do not meet this requirement will be placed on probation and given one semester to reattain a 3.00 GPA in order to continue in the program. If the 3.00 GPA is not reattained, the student is NOT eligible to continue in the Social Studies Education degree program.

Individuals who enroll in the College with an associate degree or with 48 or more transfer credits, must take and pass the PRAXIS I prior to consideration for acceptance to the education program. Individuals who seek post baccalaureate certification must have passing PRAXIS I series scores prior to enrolling in the certificate program.

The eighth semester of the social studies education program is considered the professional semester and teacher candidates are participating in student teaching. Because of the intensity of the combined coursework and experiences, it is recommended that students not be employed. All education coursework essential for the student teaching experience must be completed prior to the student teaching experience.

Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level education courses at the La Plume campus. Education courses and required observation and field work must be completed during the school year, August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institutes, Urban Education Experiences, Adopt-A-School Programs). Course offerings are dependent on enrollment.

Students should meet each semester with advisers to plan coursework schedules. Course Sequence Advising Sheets must be followed. **Any variation from the required sequence must be approved by the adviser.** Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation of fieldwork exists.

All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. **Communication with all students will be through the Keystone email system.** It is the responsibility of each student to use the email address provided by the College.

EDUCATION EXIT CRITERIA

Overall Graduation Requirements:

*Successful completion of the Exit Criteria includes completion of an admission screening, entrance essay, two letters of recommendation, portfolio review, completion of all coursework, a cumulative GPA of 3.00, and all Keystone College and Pennsylvania Department of Education requirements.

Semester-by-Semester Requirements:

*Successful completion of preadmission art portfolio review (art education only).

*Successful completion of IDS 101 or IDS 101E for Education Majors.

*Successful completion of the sophomore application for admission review. The sophomore education program admission requirements include the following: completion of 48 credits, passing scores on the PRAXIS I series tests, 6 credits in math, 6 credits in English, 3 credits in American Literature, 3 credits in American History, an overall GPA of 3.00, required field experiences and the reflective essay, Why I Want to Be a Teacher.

*Successful completion of all General Education Requirements.

*Successful completion of all Program Requirements with a “B” or better as determined by the Curriculum Coordinator.

*Successful completion of Service Learning Projects as determined by the Curriculum Coordinator.

*Attempting to take and pass the PRAXIS II series tests prior to the professional semester when student teaching occurs and participating in PRAXIS Preparation if not successful in passing the PRAXIS II series exams.

*Successful completion of the applications for student teaching with recommendations from two full-time education faculty.

*Successful completion of student teaching requirements with a “B” or better in each placement. (Two placements for a total of 14 weeks are required).

*Successful evaluation on the PDE-430.

*Successful completion of the senior portfolio interview (for all areas of concentration).

*Successful maintenance of the required GPA (3.00 cumulative).

*Completion of the application for graduation including signatures from the academic adviser(s), curriculum coordinator(s), and division chair(s).

*Successful illustration of the student teaching competencies as defined in the Student Teaching Experience and the Student Teaching Course Outline, i.e. competencies in:

-instructional planning and preparation

-establishing classroom environments

-demonstration of instructional strategies

-demonstration of effective classroom adaptations for children with special needs

-demonstration of professionalism.

*The recommendation of the Keystone College Teacher Certification Officer.

Visual Art Bachelor of Arts

Curriculum Coordinator: Clifton Prokop, Professor

The Bachelor of Arts program in Visual Art provides a broad-based educational foundation individually directed to meet the educational goals of the student. The BA program provides options for students to enter a variety of other art and art-related fields by presenting a broad range of choices of study in other academic disciplines to augment studio art studies. The program also provides a sound preparation for graduate study as a stand-alone degree, or it can be tailored with minors or combined with the BS in Teaching: Art Education, leading to teaching certification as a second major with additional study.

Students seeking admission to this program must present a portfolio, be interviewed by a member of the Keystone College Division of Fine Arts, and have a high school art teacher's recommendation. Transfer students must present a portfolio, be interviewed by a member of the Keystone College Division of Fine Arts and have obtained a 2.50 cumulative grade point average prior to formal admission to the program.

Graduation Requirements

Developmental Education (DVED) 108 – Critical and Analytical Reading, (See page 93)

Core Courses:

Art (ART) 114 – Electronic Media in the Arts
or Information Technology (IT) 105 – Introduction to PC Office Applications
Art (ART) 433 – Professional Practices (Exhibit, Employment, and Ethics)
Communications (COMM) 107 – Speech Communication
English (ENGL) 101 – College Writing I
English (ENGL) 102 – College Writing II
Interdisciplinary Studies (IDS) 101 – The First-Year Seminar
Mathematics (MATH) Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 – Wellness and Fitness

Distribution Courses:

Art (ART) 101 – Art History Survey I
Art (ART) 102 – Art History Survey II
Art (ART) 301 – Modern and Post Modern Art¹
Social and Behavioral Sciences Elective²
Social and Behavioral Sciences Elective²
Social and Behavioral Sciences Elective (200-level or higher)^{2,3}
Math/Science Elective²
Math/Science Elective (200-level or higher)²
Science Elective – Laboratory Course²

Curriculum Courses:

Art (ART) 103 – Color Theory
Art (ART) 105 – Drawing and Composition I
Art (ART) 107 – Figure Drawing I
Art (ART) 109 – Two-Dimensional Design

Art (ART) 110 - Three-Dimensional Design
Art (ART) 205 – Drawing and Composition II
Art (ART) 207 – Figure Drawing II
Art (ART) 225 – Fundamentals of Sculpture
Fundamental Art Studios - Students must take 15-18 credits
Intermediate Art Studio⁴ - Students must take 9-12 credits
Advanced Studio Art Concentration/Senior Seminar⁴

Fundamental Art Studio to be selected from:

Art (ART) 209 – Fundamentals of Graphic Design
Art (ART) 210 – Fundamentals of Crafts
Art (ART) 215 – Fundamentals of Ceramics
Art (ART) 221 – Fundamentals of Photography
Art (ART) 228 – Fundamentals of Painting
Art (ART) 231 – Fundamentals of Printmaking
Art (ART) 296 - Independent Study
Art (ART) 330 - Special Topics

Intermediate Art Studios to be selected from:

Art (ART) 309 - Graphic Design II
Art (ART) 315 - Ceramics II
Art (ART) 321 - Photography II
Art (ART) 325 - Sculpture II
Art (ART) 328 - Painting II
Art (ART) 330 - Special Topics
Art (ART) 331 - Printmaking II
Art (ART) 340 - Color Photography
Art (ART) 396 - Independent Study

Advanced Studio Art Concentration/Senior Seminar to be selected from:

Art (ART) 409 or 409A/B - Advanced Graphic Design/Senior Seminar
Art (ART) 415 or 415A/B - Advanced Ceramics/Senior Seminar
Art (ART) 421 or 421 A/B - Advanced Photography/Senior Seminar
Art (ART) 425 or 425 A/B - Advanced Sculpture/Senior Seminar
Art (ART) 428 or 428 A/B - Advanced Painting/Senior Seminar
Art (ART) 431 or 431 A/B - Advanced Printmaking/Senior Seminar
Art (ART) 496 - Independent Study

Art Therapy Specialization: Students interested in specializing in Art Therapy in conjunction with the bachelor of arts degree in Visual Arts must also complete the following courses:

Art (ART) 305 - Experiencing the Arts
Art (ART) 385 - Art Therapy
Art (ART) 485 - Art Therapy Fieldwork (3-credits)
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 200 - Development Psychology
Psychology (PSYC) 314 - Psychopathology
Psychology (PSYC) 315 - Psychology of Disability

Free Electives:

Sufficient free electives must be taken to ensure the student has at least 131 credits for graduation.

Recommended Sequence of Courses:**First Semester (Fall)**

ART 101 Art History Survey I
ART 103 Color Theory
ART 105 Drawing and Composition I
ART 109 Two-Dimensional Design
ENGL 101 College Writing I
IDS 101 The First-Year Seminar

Third Semester (Fall)

ART 205 Drawing and Composition II
ART 225 Fundamentals of Sculpture
COMM 107 Speech Communication
MATH Basic Algebra or a higher-level
MATH course
Studio Elective
Studio Elective

Fifth Semester (Fall)

ART 301 Modern and Post Modern Art¹
Minor or Free Elective
Social and Behavioral Sciences Elective²
Studio Elective
Studio Elective

Seventh Semester (Fall)

Minor/Free Elective
Math/Science Elective (200-level or higher)
Minor or Free Elective
Minor or Free Elective

Second Semester (Spring)

ART 102 Art History Survey II
ART 107 Figure Drawing I
ART 110 Three-Dimensional Design
ART 114 Electronic Media in
the Arts
or IT 105 PC Office Applications
ENGL 102 College Writing II
Studio Elective

Fourth Semester (Spring)

ART 207 Figure Drawing II
Math/Science Elective²
PHED 105 Wellness and Fitness
Social and Behavioral Sciences
Elective²
Studio Elective
Studio Elective

Sixth Semester (Spring)

Minor or Free Elective
Minor or Free Elective
Science Elective – Laboratory
Course²
Studio Elective
Studio Elective

Eighth Semester (Spring)

Advanced Studio Concentration/
Senior Seminar
ART 433 Professional Practices⁵
Social and Behavioral Sciences
Elective (200-level or higher)^{2,3}
Studio Elective

Footnotes:

¹ART 301 is a Writing Intensive course.

²See page 104 for a list of courses fulfilling this requirement.

³Must be a diversity awareness course. See list on page 106.

⁴Intermediate and advanced art studio courses are determined by selection of fundamental art studio. Course selection must be approved by Keystone College Division of Fine Arts.

⁵ART 433 is a service learning course.

The academic adviser assists the student in planning his/her curriculum and in

preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

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Accounting

Curriculum Coordinator: Patti Davis, Professor

The accounting curriculum is designed to give students an in-depth knowledge of accounting principles and their applications in today's business environment. Specialized courses are included to provide a wider range of business knowledge. While this is a terminal degree, students wishing to pursue a bachelor's degree in accounting may enroll in Keystone's Bachelor of Science in Accounting program without loss of credits. Students meeting all graduation requirements receive an associate in applied science.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 100)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective (200-level or higher)¹
Economics (ECON) 201 - Principles of Economics I
Economics (ECON) 202 - Principles of Economics II
Mathematics (MATH) 205 - Statistics

Curriculum Courses:

Accounting (ACCT) 103 - Managerial Accounting
Accounting (ACCT) 108 - Financial Accounting
Accounting (ACCT) 201 - Intermediate Accounting I
Accounting (ACCT) 202 - Intermediate Accounting II
Accounting (ACCT) 205 - Cost Accounting
Accounting (ACCT) 209 - Business and Individual Taxes
Business (BUSN) 201 - Principles of Management
Business (BUSN) 212 - Written Communication
Business (BUSN) 333 - Business/Civil Law
Information Technology (IT) 200 - Intermediate PC Office Applications
Information Technology (IT) 210 - Electronic Spreadsheets

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 69 credits for graduation.

Recommended Sequence of Courses:**First Semester (Fall)**

ACCT 103 Managerial Accounting
COMM 107 Speech Communications
ENGL 101 College Writing I
IDS 101 The First Year-Seminar
MATH Basic Algebra or higher-level MATH
PHED 105 Wellness and Fitness

Second Semester (Spring)

ACCT 108 Financial Accounting
Arts and Humanities Elective¹
BUSN 201 Principles of Management
ENGL 102 College Writing II
IT 105 PC Office Applications

Third Semester (Fall)

ACCT 201 Intermediate Accounting I
ACCT 209 Individual and Business Taxes
BUSN 212 Written Communication
BUSN 333 Business/Civil Law
ECON 201 Principles of Economics I
IT 200 Intermediate PC Office Applications

Fourth Semester (Spring)

ACCT 202 Intermediate Accounting II
ACCT 205 Cost Accounting
Arts and Humanities
Elective (200-level)¹
ECON 202 Principles of Economics II
IT 210 Electronic Spreadsheets
MATH 205 Statistics

Students must obtain an average 3.00 GPA for all Accounting courses. Students who do not attain this requirement will be unable to continue as Accounting majors. However, the students may be eligible to continue at Keystone College in other majors.

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Allied Health - Medical Technology Emphasis

Curriculum Coordinator: Dorothy Anthony DC, DACBN, CCN, Instructor

Keystone College offers a number of pre-professional tracks in the Allied Health disciplines including; Nursing^{a,b}, Occupational Therapy^b, Radiologic Technology and Diagnostic Imaging^{a,b,c}, Radiation Therapy^c, Respiratory Care^c, Cardiac Perfusion^c, Medical Technology^{b,c} and Cytotechnology^c. These programs provide the first two years of study required for the respective disciplines. After successful completion of all required coursework and co-op hours of study at Keystone College, the student will have the opportunity to transfer credits to articulating schools as listed for completion of studies within the discipline. The completion phase is usually an additional two years of study at the articulating university. Students in good academic standing will have all credits taken at Keystone College transfer into their respective articulating programs. Students successfully completing all graduation requirements will receive an associate in science.

The pre-medical technology emphasis prepares students for articulation into the SUNY Upstate Medical University 2+2 program in medical technology. Medical technologists are clinical laboratory scientists. They perform and use sophisticated laboratory techniques to aid the physician in uncovering diseases and monitoring medical conditions.

^aCollege Misericordia, Dallas, Pennsylvania

^bThomas Jefferson University, Philadelphia, Pennsylvania

^cState University of New York, Upstate Medical University, Syracuse, New York

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or higher-level MATH course¹

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²

Arts and Humanities Elective²

Chemistry (CHEM) 105 - General Chemistry I

Chemistry (CHEM) 106 - General Chemistry II

Psychology (PSYC) 101 - General Psychology

Psychology Elective - 200-level or higher elective³

Curriculum Courses:

Biology (BIOL) 105 - Human Anatomy and Physiology I
Biology (BIOL) 106 - Human Anatomy and Physiology II
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Cooperative Education (COOP)⁴
Mathematics (MATH) 102 - College Algebra¹
Mathematics (MATH) 113 - Pre-Calculus
Mathematics (MATH) 205 - Statistics
Physics (PHYS) 200 - General Physics I
Physics (PHYS) 205 - General Physics II

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 67 credits for graduation.

Recommended Sequence of Courses:**First Semester (Fall)**

BIOL 113 General Biology I
CHEM 105 General Chemistry I
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH 102 College Algebra¹
PHED 105 Wellness and Fitness

Second Semester (Spring)

BIOL 114 General Biology II
CHEM 106 General Chemistry II
ENGL 102 College Writing II
IT 105 PC Office Applications
MATH 113 Pre-Calculus

Third Semester (Fall)

Arts and Humanities Elective²
BIOL 105 Anatomy and Physiology I
COMM 107 Speech Communication
COOP Cooperative Education⁴
PHYS 200 General Physics I
PSYC 101 General Psychology

Fourth Semester (Spring)

Arts and Humanities Elective²
BIOL 106 Anatomy and Physiology II
MATH 205 Statistics
PHYS 205 General Physics II
Psychology Elective - 200-level or higher³

Footnotes

¹Students who do not have a sufficient math background will need to take MATH 101 prior to MATH 102. These students may require an extra semester or summer session to complete this degree.

²To be chosen from Philosophy 101, 102, English 201, 202, 203 or 204.

³Developmental Psychology (PSYC 200) or Psychology of Disabilities (PSYC 315) preferred.

⁴Students must complete a minimum of 1 credit of co-op during the summer or in their third or fourth semester.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Allied Health - Nursing/Cytotechnology Emphasis

Curriculum Coordinator: Dorothy Anthony DC, DACBN, CCN, Instructor

Keystone College offers a number of pre-professional tracks in the Allied Health disciplines including: Nursing^{a,b}, Occupational Therapy^b, Radiologic Technology and Diagnostic Imaging^{a,b,c}, Radiation Therapy^c, Respiratory Care^c, Cardiac Perfusion^c, Medical Technology^{b,c} and Cytotechnology^c. These programs provide the first two years of study required for the respective disciplines. After successful completion of all required coursework and co-op hours of study at Keystone College, the student will have the opportunity to transfer credits to articulating schools as listed for completion of studies within the discipline. The completion phase is usually an additional two years of study at the articulating university. Students in good academic standing will have all credits taken at Keystone College transfer into their respective articulating programs. Students successfully completing all graduation requirements will receive an associate in science.

The nursing curriculum prepares students to work with physicians and other health care professionals wherever health care is provided. The cytotechnology curriculum prepares students as clinical investigators specializing in identification of cellular abnormalities, and aids in the diagnosis of benign and malignant conditions. The nursing/cytotechnology emphasis prepares students for entry into baccalaureate programs in nursing^{a,b} or cytotechnology^c. The nursing curriculum is patterned after the curricula offered with our two articulating schools, College Misericordia and Thomas Jefferson University 2+3 or 2+2. The same curriculum applies for Cytotechnology articulation with SUNY Upstate Medical University 2+2.

^aCollege Misericordia, Dallas, Pennsylvania

^bThomas Jefferson University, Philadelphia, Pennsylvania

^cState University of New York, Upstate Medical University, Syracuse, New York

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²

Arts and Humanities Elective²

Biology (BIOL) 113 - General Biology I

Mathematics (MATH) 102 - College Algebra¹

Psychology (PSYC) 101 - General Psychology

Psychology Elective - 200-level or higher³

Curriculum Courses:

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology
Biology (BIOL) 105 - Human Anatomy and Physiology I
Biology (BIOL) 106 - Human Anatomy and Physiology II
Biology (BIOL) 115 - Medical Terminology
Biology (BIOL) 210 - Nutrition
Biology (BIOL) 211 - Microbiology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 110 - General Organic Chemistry
Cooperative Education (COOP)⁵
Curricular Elective⁴
Mathematics (MATH) 205 - Statistics
Psychology (PSYC) 314 - Psychopathology
or Psychology (PSYC) 315 - Psychology of Disability

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 70 credits for graduation.

Recommended Sequence of Courses:**First Semester (Fall)**

BIOL 113 General Biology I
CHEM 105 General Chemistry I
ENGL 101 College Writing I
IDS 101 The First Year-Seminar
PSYC 101 General Psychology

Second Semester (Spring)

ANTH Introduction to Cultural Anthropology
CHEM 110 General Organic Chemistry
Curricular Elective⁴
ENGL 102 College Writing II
IT 105 PC Office Applications
MATH 102 College Algebra¹

Third Semester (Fall)

Arts and Humanities Elective²
BIOL 105 Anatomy and Physiology I
BIOL 115 Medical Terminology
COMM 107 Speech Communication
COOP Cooperative Education⁵
MATH 205 Statistics
PHED 105 Wellness and Fitness

Fourth Semester (Spring)

Arts and Humanities Elective²
BIOL 106 Anatomy and Physiology II
BIOL 211 Microbiology
Psychology Elective (200- level or higher)³
PSYC 314 Psychopathology
or PSYC 315 Psychology of Disability

Footnotes:

¹Students who do not have a sufficient math background will need to take MATH 101 prior to MATH 102. These students may require an extra semester or summer session to complete this degree. Students may substitute MATH 113 or MATH 225 for MATH 102.

²Please refer to page 104 for a list of courses fulfilling the distribution requirements.

³Developmental Psychology (PSYC 200) is preferred.

⁴To be chosen from BIOL 114, BIOL 200, or BIOL 210. College Misericordia requires BIOL 210. Thomas Jefferson University requires BIOL 114.

⁵Students must complete a minimum of 1 credit of co-op during the summer or in their third or fourth semester.

Note: Students who successfully complete this curriculum with a 2.50 GPA can formally matriculate at College Misericordia in four semesters. They will earn an additional 66 credits at College Misericordia. For further information on academic advising, students should contact College Misericordia.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Allied Health - Occupational Therapy/ Respiratory Care Emphasis

Curriculum Coordinator: Dorothy Anthony DC, DACBN, CCN, Instructor

Keystone College offers a number of pre-professional tracks in the Allied Health disciplines including; Nursing^{a,b}, Occupational Therapy^b, Radiologic Technology and Diagnostic Imaging^{a,b,c}, Radiation Therapy^c, Respiratory Care^c, Cardiac Perfusion^c, Medical Technology^{b,c} and Cytotechnology^c. These programs provide the first two years of study required for the respective disciplines. After successful completion of all required coursework and co-op hours of study at Keystone College, the student will have the opportunity to transfer credits to articulating schools as listed for completion of studies within the discipline. The completion phase is usually an additional two years of study at the articulating university. Students in good academic standing will have all credits taken at Keystone College transfer into their respective articulating programs. Students successfully completing all graduation requirements will receive an associate in science.

Occupational therapists use goal-directed activities to promote functional performance in individuals affected by physical injury, birth defects, aging, or emotional or developmental problems. Respiratory therapists perform studies of pulmonary function in patients, aid in pulmonary treatment and exercise, and assist the physician in treating patients with pulmonary disease. This emphasis prepares students for entry into articulating schools, Thomas Jefferson University and SUNY Upstate Medical University respectively. These are both 2+2 BS programs.

^aCollege Misericordia, Dallas, Pennsylvania

^bThomas Jefferson University, Philadelphia, Pennsylvania

^cState University of New York, Upstate Medical University, Syracuse, New York

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Course:

Arts and Humanities Elective²

Arts and Humanities Elective²

Biology (BIOL) 113 - General Biology I

Biology (BIOL) 114 - General Biology II

Psychology (PSYC) 101 - General Psychology

Sociology (SOCI) 101 - Introduction to Sociology

Curriculum Courses:

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology

Biology (BIOL) 105 - Human Anatomy and Physiology I

Biology (BIOL) 106 - Human Anatomy and Physiology II

Biology (BIOL) 115 - Medical Terminology

Cooperative Education (COOP)³

Mathematics (MATH) 102 - College Algebra¹

Mathematics (MATH) 205 - Statistics

Psychology (PSYC) 200 - Developmental Psychology

or 200-level or higher PSYC course

Psychology (PSYC) 314 - Psychopathology

or Psychology (PSYC) 315 - Psychology of Disability

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 66 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 113 General Biology I

ENGL 101 College Writing I

IDS 101 The First-Year Seminar

IT 105 PC Office Applications

PSYC 101 General Psychology

Second Semester (Spring)

BIOL 114 General Biology II

BIOL 115 Medical Terminology

ENGL 102 College Writing II

MATH 102 College Algebra¹

PHED 105 Wellness and Fitness

PSYC 200 Developmental Psychology

Third Semester (Fall)

Arts and Humanities Elective²

BIOL 105 Anatomy and Physiology I

COMM 107 Speech Communication

COOP Cooperative Education³

Free Elective

SOCI 101 Introduction to Sociology

Fourth Semester (Spring)

ANTH 101 Introduction to Cultural
Anthropology

Arts and Humanities Elective²

BIOL 106 Anatomy and Physiology II

MATH 205 Statistics

PSYC 314 Psychopathology

or PSYC 315 Psychology of Disability

Footnotes:

¹Students who do not have a sufficient math background will need to take MATH 101 prior to MATH 102. These students may require an extra semester or summer session to complete this degree.

²To be chosen from Philosophy 101, 102, English 201, 202, 203, or 204.

³Students must earn a minimum of 1 credit of co-op during the summer or in their third or fourth semester.

The academic adviser assists the student in planning his/her curriculum and in preregistration;

however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Allied Health - Radiotherapy/Medical Imaging/ Cardiac Perfusion Emphasis

Curriculum Coordinator: Dorothy Anthony DC, DACBN, CCN, Instructor

Keystone College offers a number of pre-professional tracks in the Allied Health disciplines including: Nursing^{a,b}, Occupational Therapy^b, Radiologic Technology and Diagnostic Imaging^{a,b,c}, Radiation Therapy^c, Respiratory Care^c, Cardiac Perfusion^c, Medical Technology^{b,c} and Cytotechnology^c. These programs provide the first two years of study required for the respective disciplines. After successful completion of all required coursework and co-op hours of study at Keystone College, the student will have the opportunity to transfer credits to articulating schools as listed for completion of studies within the discipline. The completion phase is usually an additional two years of study at the articulating university. Students in good academic standing will have all credits taken at Keystone College transfer into their respective articulating programs. Students successfully completing all graduation requirements will receive an associate in science.

Radiotherapists assist physicians in treating patients with malignancies. Radiotherapists use targeted radiation to shrink or destroy malignancies. Medical imaging technologists assist in diagnosis and treatment of medical conditions using x-ray imaging, CAT scanning, Medical Ultrasound, MRI and nuclear medicine. Cardiac perfusion technologists are operating room specialists who conduct cardiopulmonary bypass during open heart surgery. This track prepares students for entry into these 2+2 articulation programs at Thomas Jefferson University, College Misericordia, and SUNY Upstate Medical College.

^aCollege Misericordia, Dallas, Pennsylvania

^bThomas Jefferson University, Philadelphia, Pennsylvania

^cState University of New York, Upstate Medical University, Syracuse, New York

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²

Arts and Humanities Elective²

Psychology (PSYC) 101 - General Psychology

Social and Behavioral Sciences Elective³

Biology (BIOL) 105 - Human Anatomy and Physiology I

Biology (BIOL) 106 - Human Anatomy and Physiology II

Curriculum Courses:

Biology (BIOL) 113 - General Biology I
Biology (BIOL) 115 - Medical Terminology
Cooperative Education (COOP)⁴
Mathematics (MATH) 102 - College Algebra^{1,5}
Mathematics (MATH) 113 - Pre-Calculus⁵
or Mathematics (MATH) 225 - Techniques of Calculus I
Mathematics (MATH) 205 - Statistics
Physics (PHYS) 200 - General Physics I
Physics (PHYS) 205 - General Physics II
Political Science (POSC) 101 - American National Government
or Biology (BIOL) 114 - General Biology II⁶

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 67 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 113 General Biology I
BIOL 115 Medical Terminology
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH 102 College Algebra^{1,5}
PSYC 101 General Psychology

Second Semester (Spring)

BIOL 114 General Biology II
or POSC 101 American National Government
COMM 107 Speech Communication
ENGL 102 College Writing II
IT 105 PC Office Applications
MATH 113 Pre-Calculus⁵
or MATH 225 Techniques of Calculus
PHED 105 Wellness and Fitness

Third Semester (Fall)

Arts and Humanities Elective²
BIOL 105 Anatomy and Physiology I
COOP Cooperative Education⁴
Free Elective⁶
PHYS 200 General Physics I
Social and Behavioral Sciences Elective³

Fourth Semester (Spring)

Arts and Humanities Elective²
BIOL 106 Anatomy and Physiology II
Free Elective⁷
MATH 205 Statistics
PHYS 205 General Physics II

Footnotes:

¹Students are expected to take MATH 102 or MATH 113 in their first semester. Students who are not prepared to do so will require an extra semester or summer session to complete this degree.

²To be chosen from PHIL 101, 102, ENGL 201, 202, 203, or 204, HIST 101 or 102. College Misericordia requires HIST 101 and 102. Thomas Jefferson requires one literature course.

³Please refer to page 104 for a list of courses fulfilling the distribution requirements.

⁴Students must complete a minimum of 1 credit of co-op during the summer or in their third or fourth semester.

⁵Students starting their math courses with Pre-Calculus (MATH 113) must take sufficient free

electives to ensure that they will have 67 credits for graduation.

⁶Students should check with articulating institution for required courses.

⁷College Misericordia requires students to take ART 101.

Note: Students who successfully complete this curriculum with a 2.00 GPA can formally matriculate at College Misericordia in five semesters and two 7-week internships. The final semester may be part-time. Students will earn an additional 68 credits at College Misericordia. For further information on academic advising, students should contact College Misericordia.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Art

Curriculum Coordinator: Ward Roe, Professor

The curriculum in art is a complete, two-year foundation program which prepares students to continue in either of Keystone College's art programs, or for transfer into other colleges, art schools, and universities offering career programs in a wide spectrum of visual art fields. These include architecture, photography, art education, art therapy, painting, sculpture, printmaking, crafts, fashion, fabric, industrial, toy, and graphic design. As an individualized diagnostic program, the curriculum can effectively help students decide where their futures in art lie and provide guidance in choosing an appropriate transfer institution. Applicants must present a portfolio, be interviewed by a member of the Keystone College Division of Fine Arts, and have a high school art teacher's recommendation. Most courses listed (note the prerequisites) are open to all students at Keystone. Students meeting all graduation requirements receive an associate in fine arts degree.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 102)

Core Courses:

Art (ART) 114 - Electronic Media in the Arts

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

ART 101 - Art History Survey I

ART 102 - Art History Survey II

Social and Behavioral Sciences Elective ¹

Math/Science Elective ^{1,2}

Curriculum Courses:

ART 103 - Color Theory

ART 105 - Drawing and Composition I

ART 107 - Figure Drawing I

ART 109 - Two-Dimensional Design

ART 110 - Three-Dimensional Design

ART 113 - Portfolio Preparation

ART 205 - Drawing and Composition II

ART 207 - Figure Drawing II

ART 225 - Fundamentals of Sculpture

Curricular Elective - Art Studio Course

Curricular Elective - Art Studio Course

Curricular Elective - Art Studio Course

Curricular Elective - Art Studio Course

Curricular Elective - Art Studio Course

Studio Courses May Be Selected From the Following:

ART 209 - Fundamentals of Graphic Design
ART 210 - Fundamentals of Crafts
ART 215 - Fundamentals of Ceramics
ART 221 - Fundamentals of Photography
ART 223 - Field Study in Art History/Global Cultural Studies
ART 228 - Fundamentals of Painting
ART 231 - Fundamentals Printmaking
ART 309 - Graphic Design II
ART 315 - Ceramics II
ART 321 - Photography II
ART 325 - Sculpture II
ART 328 - Painting II
ART 330 - Special Topics in Art
ART 331 - Printmaking II
ART 340 - Color Photography

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 68.5 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

ART 101 Art History Survey I
ART 103 Color Theory
ART 105 Drawing and Composition I
ART 109 Two-Dimensional Design
ENGL 101 College Writing I
IDS 101 The First-Year Seminar

Third Semester (Fall)

ART 113 Portfolio Preparation
ART 205 Drawing and Composition II
ART 225 Fundamentals of Sculpture
Art Studio Elective
Art Studio Elective
COMM 107 Speech Communication
MATH - Basic Algebra or higher-level MATH

Second Semester (Spring)

ART 102 Art History Survey II
ART 107 Figure Drawing
ART 110 Three-Dimensional Design
ART 114 Electronic Media in the Arts
Art Studio Elective
ENGL 102 College Writing II

Fourth Semester (Spring)

ART 207 Figure Drawing II
Art Studio Elective
Art Studio Elective
Math/Science Elective^{1,2}
Social and Behavioral Sciences Elective¹
PHED 105 Wellness and Fitness

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

²BIOL 101 or BIOL 200 (Newsworthy Topics in Biology or Biological Dimensions of Human Sexuality) is recommended for students interested in a baccalaureate degree from Keystone College.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Biological Science

Curriculum Coordinator: Joseph Falcone, Ph.D., Associate Professor

The biological science associate's degree curriculum is designed for students who would like to pursue a career in science or health-related fields. The program of study is rigorous enough to facilitate transfer into most science, health-related, or education baccalaureate programs, including those at Keystone College. Students meeting all graduation requirements receive an associate in science.

Students planning for medical school should enroll in the baccalaureate Biology program (see page 117).

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication
Information Technology (IT) 105 - PC Office Applications
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective¹
Social and Behavioral Sciences Elective¹
Social and Behavioral Sciences Elective¹
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II

Curriculum Courses:

Biology (BIOL) 211 - Microbiology
Biology (BIOL) 214 - Introductory Ecology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 106 - General Chemistry II
Curricular Elective²
Curricular Elective²
Mathematics (MATH) 102 - College Algebra³
Physics (PHYS) 200 - General Physics I
Physics (PHYS) 205 - General Physics II

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 71 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

BIOL 113 General Biology I
CHEM 105 General Chemistry I
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH 102 College Algebra³
PHED 105 Wellness and Fitness

Third Semester (Fall)

Arts and Humanities Elective¹
BIOL 214 Introductory Ecology
IT 105 PC Office Applications
PHYS 200 General Physics I
Social and Behavioral Sciences Elective¹

Second Semester (Spring)

BIOL 114 General Biology II
CHEM 106 General Chemistry II
COMM 107 Speech Communication
Curricular Elective²
ENGL 102 College Writing II

Fourth Semester (Spring)

Arts and Humanities Elective¹
BIOL 211 Microbiology
Curricular Elective²
PHYS 205 General Physics II
Social and Behavioral Sciences
Elective¹

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

²To be chosen from: MATH 113, 205, 225, 230.

³Students who do not have a sufficient math background will need to take MATH 101 prior to MATH 102. These students may require an extra semester or summer session to complete this degree.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Business Administration

Curriculum Coordinator: Liz Jackson, Professor

In today's economic environment, every organization has to run as a successful business – whether the organization is a manufacturer, non-profit organization, sports team, retail store, or a college campus. Recognizing the wide range of career opportunities open to students, the business curriculum at Keystone College offers students many choices and great flexibility. Business Administration provides the foundation needed by students who intend to eventually earn BS and MBA degrees. Also, it is an ideal choice for students who intend to be entrepreneurs or begin careers after associate degree graduation. Students meeting all graduation requirements receive an associate in science.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective¹
Economics (ECON) 201 - Principles of Economics I
Economics (ECON) 202 - Principles of Economics II
Mathematics (MATH) 205 - Statistics
Science Elective - Laboratory Course¹

Curriculum Courses:

Accounting (ACCT) 108 - Financial Accounting
Business (BUSN) 101 - Introduction to Business
Business (BUSN) 201 - Principles of Management
Business (BUSN) 212 - Written Communication
Business (BUSN) 251 - Bridge Experience in Business
Curricular Elective²
Curricular Elective²
Curricular Elective²

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 61 credits required for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BUSN 101 Introduction to Business
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH Basic Algebra or higher-level MATH
PHED 105 Wellness and Fitness

Second Semester (Spring)

ACCT 108 Financial Accounting
BUSN 201 Principles of Management
COMM 107 Speech Communication
ENGL 102 College Writing II
IT 105 PC Office Applications
MATH 205 Statistics

Third Semester (Fall)

Arts and Humanities Elective¹
BUSN 212 Written Communication
Curricular Elective²
ECON 201 Principles of Economics I
Science Elective - Laboratory Course¹

Fourth Semester (Spring)

Arts and Humanities Elective¹
BUSN 251 Bridge Experience in
Business
Curricular Elective²
Curricular Elective²
ECON 202 Principles of Economics II

Footnotes:

¹Please refer to page 104-105 for a list of courses fulfilling the distribution requirements.

²To be chosen from the following disciplines: ACCT, BUSN, COOP, HRM, IT, LEAD, MATH, PSYC, SRM, or HOSP, or any course approved by the adviser.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

*Students are expected to have a real-world experience during the associate degree program. COOP fulfills this requirement. Other real-world experiences may be used to fulfill this requirement with the approval of the adviser.

Communications

Curriculum Coordinator: Dawn Middleton-Paradise, Assistant Professor

The communications curriculum is designed to provide students with a foundation that will prepare them to continue baccalaureate studies in Keystone College's Professional Studies: Communication Arts and Humanities program. The communications curriculum is also an appropriate choice for students who wish to transfer to colleges and universities offering baccalaureate programs in corporate communications, English, journalism, creative writing, and television and/or radio broadcasting.

The goals of the communications program are to prepare students for a variety of careers in the communications field within the context of a liberal arts tradition; develop students' interpersonal, oral, and written communication skills; help students explore career options through cooperative education experiences; and challenge students to think critically and creatively.

Students selecting this curriculum will work closely with faculty advisers to develop course plans designed to meet the requirements of their specific area of interest and to assess their aptitude and progress. All communication majors are required to complete a minimum of three credits of cooperative education. In addition, toward the end of the sophomore year, all students in this major must present a portfolio of their best work to a faculty panel for evaluation. The portfolio also serves as a major consideration towards the student's acceptance into the Communication Arts and Humanities Professional Studies Bachelor of Arts degree program. Further consideration for acceptance into the bachelor's program will be contingent upon a successful sophomore year review conducted by the division. Students meeting all graduation requirements receive an associate in arts degree.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications⁴

or Art (ART) 114 - Electronic Media in the Arts⁴

Interdisciplinary Studies (IDS) 101- The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Communications (COMM) 104 - Interpersonal Communication

Communications (COMM) 105 - Mass Communication

English 200-level Literature Elective¹

English 200-level Literature Elective¹

Social and Behavioral Sciences Elective²

Social and Behavioral Sciences Elective²

Math/Science Elective²

Curricular Requirements:

Communications (COMM) 207 - Professional Speech

Cooperative Education (COOP)³

Curricular Electives:

Students must select six of the following courses (a minimum of 18 credits), at least three of which are at the 200 level or higher and one of which must be an arts and humanities or social and behavioral science elective. Students are responsible for meeting any prerequisite requirements for course selections below.

Anthropology (ANTH) 101 - Introduction to Cultural Anthropology

Art (ART) 109 - Two-Dimensional Design

Art (ART) 114 - Electronic Media in the Arts (suggested for ART emphasis)

Art (ART) 209 - Fundamentals of Graphic Design

Art (ART) 221 - Fundamentals of Photography

Business (BUSN) 201 - Principles of Management

Business (BUSN) 202 - Marketing

Business (BUSN) 212 - Written Communication

Business (BUSN) 215 - Advertising

Business (BUSN) 220 - Sales

Communications (COMM) 220 - Public Relations

Communications (COMM) 230 - Introduction to Radio Production

Communications (COMM) 235 - Digital Video Production

English (ENGL) 201 - American Literature I

English (ENGL) 202 - American Literature II

English (ENGL) 203 - Western World Literature I

English (ENGL) 204 - Western World Literature II

English (ENGL) 209 - Introduction to Journalism

English (ENGL) 210 - Feature Writing

English (ENGL) 211 - Creative Writing

English (ENGL) 220 - Introduction to Poetry

English (ENGL) 221 - Introduction to the Novel

English (ENGL) 222 - Introduction to Dramatic Literature

Film (FILM) 110 - Introduction to Cinema

Information Technology (IT) 120 - Web Programming I

Information Technology (IT) 125 - Web Programming II

Information Technology (IT) 200 - Intermediate Office Applications

Leadership (LEAD) 110 - Foundation of Leadership

Music (MUSC) 101 - Introduction to Music

Philosophy (PHIL) 101 - Introduction to Philosophy I

Philosophy (PHIL) 102 - Introduction to Philosophy II

Spanish (SPAN) 101 - Elementary Spanish I

Spanish (SPAN) 102 - Elementary Spanish II

Theatre (THEA) 104 - Introduction to Theatre

Theatre (THEA) 105 - Acting I: The Basics of Performance

Theatre (THEA) 204 - Survey of Technical Theatre

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 69 credits for graduation.

Recommended Sequence of Courses:

First Semester

COMM 104 Interpersonal Communication
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH Basic Algebra or higher-level MATH
PHED Wellness and Fitness
Social and Behavioral Science Elective²

Second Semester

COMM 105 Mass Communication
COMM 107 Speech Communication
ENGL 102 College Writing II
Social and Behavioral Science Elective²
Science Elective - Laboratory Course²

Third Semester

Curricular Elective
Curricular Elective
Curricular Elective
ENGL 200-level Literature Elective¹
IT 105 PC Office Applications⁴ or
ART 114 Electronic Media in the Arts⁴
Math/Science Elective²

Fourth Semester

COMM 207 Professional Speech
COOP Cooperative Education³
Curricular Elective
Curricular Elective
ENGL 200-level Literature Elective¹

Footnotes:

¹To be chosen from ENGL 201, 202, 203, 204, 220, 221, or 222.

²Please refer to pages 104 and 105 for a list of courses fulfilling the distribution requirements.

³Students must earn a minimum of three credits of co-op.

⁴In addition, students beginning the Bachelor of Arts in Professional Studies: Communication Arts and Humanities curriculum who have not yet completed IT 105, and who identify Photography, Graphic Design, or Photo/Graphics as an emphasis, should take ART 114 instead of IT 105 as both a core requirement and part of the 18-credit emphasis. If a student has already completed IT 105, s/he will complete ART 114 in addition to IT 105. If students have completed ART 114 as listed in the 18-credit emphasis as a Keystone core requirement, the three-credit "gap" which occurs in the emphasis will be filled with an appropriate elective suggested by the Division of Fine Arts and approved by the Bachelor of Arts in Professional Studies: Communication Arts and Humanities curriculum coordinator.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Criminal Justice

Curriculum Coordinator: Stacey Wyland, Assistant Professor

The criminal justice curriculum, which is designed for transfer into a baccalaureate degree program, will provide students with a solid foundation in criminal justice and the liberal arts. Students successfully completing this degree may continue at Keystone College and earn a Bachelor of Science in Criminal Justice. Students meeting all graduation requirements receive an associate in science degree.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communication (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First Year Seminar

Mathematics (MATH) - Basic Algebra or higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective⁴

Arts and Humanities Elective^{4,6}

Psychology (PSYC) 101- General Psychology

Psychology (PSYC) 202 - Adolescence and Adulthood

Mathematics Elective¹

Science Elective - Laboratory Course⁴

Curriculum Courses:

Criminal Justice (CJ) 102 - Introduction to Criminal Justice

Criminal Justice (CJ) 110 - Introduction to Policing

Criminal Justice (CJ) 115 - Survey of Corrections

Criminal Justice (CJ) 201 - Criminology

Criminal Justice (CJ) 210 - Juvenile Delinquency

Criminal Justice (CJ) 223P - Field Experience Preparation^{2,3}

Criminal Justice (CJ) 223 - Field Experience I/Curricular Elective^{2,3}

Political Science (POSC) 201 - State and Local Government

Political Science (POSC) 210 - Introduction to Public Policy

Sociology (SOCL) 101 - Introduction to Sociology

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 65 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

CJ 102 Introduction to Criminal Justice
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
IT 105 PC Office Applications
MATH Basic Algebra or higher-level MATH
SOC 101 Introduction to Sociology

Second Semester (Spring)

Arts and Humanities Elective⁴
CJ 110 Introduction to Policing
CJ 115 Survey of Corrections
ENGL 102 College Writing II
PSYC 101 General Psychology
Science Elective - Laboratory Course⁴

Third Semester (Fall)

Arts and Humanities Elective^{4,6}
CJ 201 Criminology
CJ 223P Field Experience Preparation^{2,3}
Mathematics Elective¹
PHED 105 Wellness and Fitness
POSC 201 State and Local Government
PSYC 202 Adolescence and Adulthood

Fourth Semester (Spring)

CJ 210 Juvenile Delinquency
CJ 223 Field Experience I^{2,3}
COMM 107 Speech Communication
Free Elective(as needed)⁵
Free Elective(as needed)⁵
POSC 210 Introduction to Public Policy

Footnotes:

¹Recommended: MATH 102 or 111.

²Internships are limited to those students with a 3.0 GPA in their major and recommendation of curriculum coordinator.

³Students who are eligible for a field experience must attend field experience preparation workshop (CJ 223P) before their field experience (CJ 223).

⁴Please refer to page 104/105 for a list of courses fulfilling the distribution requirements.

⁵Students considering the Bachelor's degree in Criminal Justice are strongly encouraged to select courses in a respective minor area or a 300-400 level CJ course.

⁶Students intending to continue the Criminal Justice Bachelor's of Science program should consider taking a 200-level Arts and Humanities course.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Not every course is offered every semester at every location. Course offerings are dependent on enrollment.

Culinary Arts

Curriculum Coordinator: Chef Melodie Jordan, Assistant Professor

The culinary arts major is based on the functions and skills required in the food service industry. Designed to be a basic building block for any career goal related to foods, students will be exposed to classical French and American techniques. Students will follow a block scheduling format to further enhance their education and provide additional hands-on experience. Upon completion of this program, the student is required to take and pass the NOCTI examination designated for their curriculum. Students are required to participate in all culinary arts and hotel/restaurant management functions. Students meeting all graduation requirements receive an associate in applied science.

Upon enrolling in CULN 101A, students will be charged for a professional knife kit (\$135) and uniform package (\$250). In the student's third semester and upon enrolling in CULN 230, students will be charged for a server and kitchen uniform package (\$300). Enrollees are also required to purchase non-skid black leather lace-up shoes. These costs are in addition to other required fees.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 100)

Core Courses:

Communications (COMM) 107 - Speech Communication

English (ENGL) 101 - College Writing I

English (ENGL) 102 - College Writing II

Information Technology (IT) 105 - PC Office Applications

Interdisciplinary Studies (IDS) 101 - The First-Year Seminar

Mathematics (MATH) - Basic Algebra or a higher-level MATH course

Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Distribution Elective⁴

Curriculum Courses:

Business (BUSN) 212 - Written Communication

or Communications (COMM 104) - Interpersonal Communication

Culinary Arts (CULN) 100 - Culinary Math

Culinary Arts (CULN) 101 A* - Stocks, Sauces, and Skills

Culinary Arts (CULN) 101 B* - Meat and Fish Fabrication

Culinary Arts (CULN) 101 C* - American Cuisine

Culinary Arts (CULN) 101 D* - Cuisines of the World

Culinary Arts (CULN) 101 E* - Introduction to Baking

Culinary Arts (CULN) 101 F* - Service Techniques and Skills

Culinary Arts (CULN) 101 H* - Breakfast Cookery Seminar

Culinary Arts (CULN) 103 - Introduction to Culinary Management

Culinary Arts (CULN) 107 - Garde Manger

Culinary Arts (CULN) 202 - Bar and Beverage Management

Culinary Arts (CULN) 203 - Cakes, Tortes, and Desserts

Culinary Arts (CULN) 210 - Catering¹
 Culinary Arts (CULN) 223P - Field Experience Prep⁴
 Culinary Arts (CULN) 223 - Field Experience⁴
 Culinary Arts (CULN) 230 - Restaurant Operations
 Culinary Arts (CULN) 236 - Advanced Restaurant Operations
 Culinary Arts (CULN) 290 - NOCTI Food Production and Service Examination²
 Hospitality (HOSP) 104 - Food and Labor Cost Control
 Hospitality (HOSP) 108 - Applied Food Service Sanitation
 Hospitality (HOSP) 109 - Nutrition
 Hospitality (HOSP) 225 - Menu Planning and Purchasing

*Students enrolled in these courses must be available to participate in events when not in class.

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 70.5 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

CULN 101A* Stocks, Sauces, and Skills
 CULN 101B* Meat and Fish Fabrication
 CULN 101C* American Cuisine
 CULN 101D* Cuisines of the World
 CULN 101E* Introduction to Baking
 CULN 101F* Service Techniques and Skills
 CULN 101H* Breakfast Cookery Seminar
 HOSP 108 Food Service Sanitation
 IDS 101 The First-Year Seminar

Second Semester (Spring)

COMM 107 Speech Communication
 CULN 100 Culinary Math
 CULN 103 Introduction to Culinary Management
 CULN 223P Field Experience Prep⁴
 ENGL 101 College Writing I
 IT 105 PC Office Applications
 MATH Basic Algebra or higher-level MATH course

Third Semester (Fall)

CULN 230 Restaurant Operations
 ENGL 102 College Writing II
 HOSP 104 Food and Labor Cost Controls
 HOSP 109 Nutrition
 HOSP 225 Menu Planning and Purchasing
 PHED 105 Wellness and Fitness

Fourth Semester (Spring)

BUSN 212 Written Communication or
 COMM 104 Interpersonal Communication
 CULN 107 Garde Manger
 CULN 202 Bar and Beverage Management
 CULN 203 Cakes, Tortes, and Desserts
 CULN 210 Catering¹
 CULN 236 Advanced Restaurant Operations
 CULN 290 NOCTI Food Production and Service Examination²
 Distribution Elective³

Summer After Second Year

CULN 223 Field Experience (400 hours Internship)⁴

*Students enrolled in these courses must be available to participate in events when not in class.

Footnotes:

¹Students enrolled in CULN 210 may have to be available for some weekends to organize, serve, and cook for functions.

²In order for students to graduate this curriculum, they must enroll in and pass the NOCTI examination (only offered in the spring semesters, CULN 290). Students must have completed 3 semesters in culinary arts at Keystone College before enrolling.

³Please refer to page 104 for a list of courses fulfilling the distribution requirements.

⁴Students must attend CULN 223P in their second semester and must complete 400 hours of approved field experience after their sophomore year.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Early Childhood Education

Curriculum Coordinator: Carol Fontana, Assistant Professor

Keystone College offers an Associate in Science in Early Childhood Education which prepares students to work with young children (newborn-eight years) in a variety of settings, including schools, day care centers, Head Start, nursery schools, homes, hospitals, social service agencies, and early intervention programs for children with special needs. Graduates of the associate in science program are prepared for entry-level positions or to continue in Keystone College's baccalaureate degree program in early childhood or elementary education. Field experiences are required each semester and are arranged by the Field Coordinator for Education. Current criminal history, child abuse clearances, and a health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis, and copies must be on file in the education office. Students meeting all graduation requirements receive an associate in science degree.

Education students are required to pay a curriculum lab fee of \$65 each semester. Weekender students are required to pay a \$20 curriculum lab fee each trimester.

While college catalogs are recognized as contractual arrangements, they are subject to changes in state, federal, and program requirements.

Graduation Requirements:

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 -College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 101 - Basic Algebra or higher-level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²
Arts and Humanities Elective²
Biology Laboratory Elective³
Math/Science Elective¹
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 201- Child Psychology

Curriculum Courses:

Early Childhood Education (ECE) 101 - Introduction to Early Childhood Education
Early Childhood Education (ECE) 102 - Guiding Play and Learning
Early Childhood Education (ECE) 201 - Curriculum and Program Planning (birth to 3 years)
Early Childhood Education (ECE) 202 - Curriculum and Program Planning (3 to 8 years)

Early Childhood Education (ECE) 223 - Community Based Early Childhood Field Experiences⁴
 Early Childhood Education (ECE) 250 - Seminar in Early Childhood Education
 Early Childhood Education Elective⁵
 Early Childhood Education Elective⁵
 Education (EDUC) 216 - Child, Family, and Community
 Sociology (SOCI) 205 - The Family

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 68 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

ECE 101 Introduction to Early Childhood Education
 ENGL 101 College Writing I
 IDS 101 The First-Year Seminar
 IT 105 PC Office Applications
 MATH 101 Basic Algebra
 or higher-level MATH course¹
 PSYC 101 General Psychology

Second Semester (Spring)

Biology Laboratory Elective³
 COMM 107 Speech Communication
 ECE 102 Guiding Play and Learning
 ENGL 102 College Writing II
 PHED 105 Wellness and Fitness
 PSYC 201 Child Psychology

Third Semester (Fall)

Arts and Humanities Elective²
 ECE 201 Curriculum and Program Planning (Ages 0-3)
 ECE Elective⁵
 EDUC 216 Child, Family, and Community Math/Science Elective¹
 SOCI 101 Introduction to Sociology

Fourth Semester (Spring)

Arts and Humanities Elective²
 ECE 202 Curriculum & Program Planning (Ages 3-8)
 ECE 223 Community Based Early Childhood Field Experiences⁴
 ECE 250 Seminar in Early Childhood Education
 ECE Elective⁵

Footnotes:

¹MATH 111 and MATH 102 are recommended for students considering transferring into the baccalaureate degree program.

²Please see page 104 for a list of courses fulfilling this requirement.

³BIOL 101/110 or 102/111 are recommended.

⁴Field and Lab Experiences are required each of the four semesters and are generally scheduled Monday through Friday 8 a.m. to 5 p.m. during typical working hours.

⁵To be chosen from: ECE 220, ECE 235, EDUC 201, EDUC 211, EDUC 350, ENGL 328, PSYC 225, or a course approved by the academic adviser.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Not every course is offered every semester at every location. Course offerings are dependent on

enrollment.

Students should meet with advisers each semester to plan course schedules.

Environmental Studies

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The environmental resource management curriculum is primarily concerned with the relationships of people and their societal institutions with the natural world. Students successfully completing this curriculum are guaranteed acceptance at State University of New York - Syracuse. The environmental studies curriculum also transfers to a variety of other institutions. Students meeting all graduation requirements receive an associate in arts.

Bachelor's degrees lead to the following emphases: land use planning, biological science application, information and technology, policy and management, and environmental communications.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Economics (ECON) 201 - Principles of Economics I
or Economics (ECON) 202 - Principles of Economics II
History (HIST) 102 - Western Civilization
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Mathematics (MATH) 225 - Calculus I¹
Social and Behavioral Sciences Elective³

Curriculum Courses:

Biology (BIOL) 108/109 - Introduction to Field Biology⁴
Biology (BIOL) 109C - Horticulture⁴
Biology (BIOL) 214 - General Ecology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 106 - General Chemistry II
or Physics (PHYS) 200 - General Physics I
Cooperative Education (COOP)⁵
Environmental Science (ENVT) 225 - Environmental Policy and Management
Physical Science (PHSC) 201 - Physical Geology

or Physical Science (PHSC) 201 - Physical Geology
Political Science (POSC) 101 - American National Government
or Political Science (POSC) 201 - State and Local Government

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 72 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 113 General Biology I
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
HIST 109 United States History I
or HIST 110 United States History II
PHED 105 Wellness and Fitness
POSC 101 American National Government
or POSC 201 State and Local Government

Second Semester (Spring)

BIOL 108/109 Introduction to
Field Biology⁴
BIOL 114 General Biology II
ENGL 102 College Writing II
HIST 102 Western Civilization
IT 105 PC Office Applications
PHSC 201 Physical Geology

Third Semester (Fall)

BIOL 109C Horticulture⁴
BIOL 214 Introductory Ecology
CHEM 105 General Chemistry I
ECON 201 Principles of Economics I
or ECON 202 Principles of Economics II
ENVT 225 Environmental Policy
and Management

Fourth Semester (Spring)

Arts and Humanities Elective²
BIOL 108/109 Introduction to
Field Biology⁴
CHEM 106 General Chemistry II
or PHYS 200 General Physics I
COMM 107 Speech Communication
Cooperative Education⁵
MATH 225 Calculus I¹
Social and Behavioral Sciences Elective³

Footnotes:

¹Students who do not have a sufficient math background must take MATH 113 prior to MATH 225 and may require an additional semester or summer session.

²Any ART course or MUSC 101.

³To be chosen from ANTH 101, ANTH 212, or RELG 206.

⁴Five credits of Field Biology (BIOL 108/109) are required.

⁵Students must earn a minimum of 1 credit of co-op.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Forestry Resource Management

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The forestry resource management curriculum prepares students for the management of forest-related resources and their environments for human benefit. Students successfully completing this curriculum at Keystone College are guaranteed acceptance at State University of New York - Syracuse. The forestry resource management curriculum also transfers to a variety of other institutions. Students meeting all graduation requirements receive an associate in arts. Bachelor's degrees lead to the following emphases: forestry, water resource management, wood products, and recreation management.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective²
Arts and Humanities Elective²
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Economics (ECON) 201 - Principles of Economics I
or Economics (ECON) 202 - Principles of Economics II
History (HIST) 102 - Western Civilization
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Social and Behavioral Sciences Elective³

Curriculum Courses:

Biology (BIOL) 214 - Introductory Ecology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 106 - General Chemistry II
Cooperative Education (COOP) ⁴
Curricular Elective⁵
Curricular Elective⁵
Mathematics (MATH) 205 - Statistics
Mathematics (MATH) 225 - Techniques of Calculus I¹
Physics (PHYS) 200 - General Physics I
Physics (PHYS) 205 - General Physics II

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 71 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 113 General Biology I
CHEM 105 General Chemistry I
Curricular Elective⁵
ENGL 101 College Writing I
HIST 109 United States History I
or HIST 110 United States History II
IDS 101 The First-Year Seminar

Second Semester (Spring)

Arts and Humanities Elective²
BIOL 114 General Biology II
CHEM 106 General Chemistry II
ENGL 102 College Writing II
IT 105 PC Office Applications
PHED 105 Wellness and Fitness

Third Semester (Fall)

BIOL 214 Introductory Ecology
Cooperative Education⁴
HIST 102 Western Civilization
MATH 205 Statistics
PHYS 200 General Physics I
Social and Behavioral Sciences Elective³

Fourth Semester (Spring)

Arts and Humanities Elective²
COMM 107 Speech Communication
Curricular Elective⁵
ECON 201 Principles of Economics I
or ECON 202 Principles of Economics II
MATH 225 Techniques of Calculus I¹
PHYS 205 General Physics II

Footnotes:

¹Students are expected to begin with MATH 225 - Calculus I. Students with insufficient math background may have to take MATH 113 prior to MATH 225, which may require an extra semester or summer session to complete this degree.

²To be chosen from: any ART course, ENGL 220, or MUSC 101.

³To be chosen from: ANTH 101, ANTH 212, or RELG 206.

⁴Students must earn a minimum of 1 credit of co-op.

⁵Two courses to be chosen from the math or physical science disciplines or BUSN 201. Three credits of Field Biology (BIOL 108/109) are recommended. Please refer to page 104 for a list of courses fulfilling the distribution requirements.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Hotel and Restaurant Management

Curriculum Coordinator: Brenda Lidy, CHE, Assistant Professor

The hotel and restaurant management curriculum prepares students to enter a global industry that requires effective leadership in lodging, restaurants, food distribution, clubs and resorts, and conference and convention centers. This curriculum educates students to actively involve themselves in the learning process through case studies, workplace simulation, and management training in restaurants, bar/taverns, lodging, visitor's bureau, clubs, food distribution, and catering facilities. Students meeting all graduation requirements receive an associate in applied science.

In addition to corresponding lab fees, upon enrolling in HOSP 101, students will be charged for a professional knife kit (\$130.00) and uniform package (\$130.00). Enrollees are also required to purchase non-skid black leather lace-up shoes (average cost \$20.00).

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 100)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Economics (ECON) 201 - Principles of Economics

Curriculum Courses:

Accounting (ACCT) 103 - Managerial Accounting or higher-level ACCT course
Business (BUSN) 102 - Introduction to Human Resource Management
Business (BUSN) 220 - Sales
Hospitality (HOSP) 101 - Basic Food Production
Hospitality (HOSP) 103 - Introduction to Hotel and Restaurant Management
Hospitality (HOSP) 104 - Food and Labor Cost Control
Hospitality (HOSP) 108 - Food Service Sanitation
Hospitality (HOSP) 109 - Nutrition
Hospitality (HOSP) 110 - Service Management
Hospitality (HOSP) 202 - Bar and Beverage Management
Hospitality (HOSP) 223P - Hospitality Seminar¹
Hospitality (HOSP) 223 - Field Experience²
Hospitality (HOSP) 224 - Meeting and Convention Planning
Hospitality (HOSP) 225 - Purchasing for the Hospitality Industry
Hospitality (HOSP) 227 - Hospitality Law
Hospitality (HOSP) 228 - Hotel/Lodging Operations Management

Hospitality (HOSP) 229 - Executive Housekeeping and Maintenance

Hospitality (HOSP) 240 - Hospitality Operations I

Hospitality (HOSP) 250 - Hospitality Leadership

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 71 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

COMM 107 Speech Communication

ENGL 101 College Writing I

HOSP 103 Introduction to Hospitality Management

HOSP 109 Nutrition

HOSP 110 Service Management

IDS 101 The First-Year Seminar

PHED 105 Wellness and Fitness

Second Semester (Spring)

ACCT 103 Managerial Accounting
or higher level ACCT course

ENGL 102 College Writing II

HOSP 101 Basic Food Production

HOSP 108 Food Service Sanitation

HOSP 223P Hospitality Seminar

IT 105 PC Office Applications

MATH Basic Algebra or higher-level
MATH course

Summer, Fall, or Spring After Freshman Year

HOSP 223 Field Experience^{1,2}

Third Semester (Fall)

ECON 201 Principles of Economics I

HOSP 104 Food and Labor Cost Control

HOSP 224 Meeting and Convention Planning

HOSP 225 Purchasing for the Hospitality
Industry

HOSP 240 Hospitality Operations I

Fourth Semester (Spring)

BUSN 102 Introduction to Human
Resource Management

BUSN 220 Sales

HOSP 202 Bar and Beverage
Management

HOSP 227 Hospitality Law

HOSP 228 Hotel/Lodging Operations
Management

HOSP 229 Executive Housekeeping
and Maintenance

HOSP 250 Hospitality Leadership

¹Students must attend a Hospitality Seminar (HOSP 223P) during the second semester, before registering for HOSP 223. Students are responsible for completing the 400-hour internship at the approved site; failure to complete the internship will result in an "F" and postponement in the graduation process.

²Students are expected to gain professional experience within an approved hotel, restaurant, or hospitality-related cluster. A minimum of 400 documented hours is required. Final approval of the location rests with the student's academic adviser and internship supervisor.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Information Technology

Curriculum Coordinator: Mark Law, Ph.D., Associate Professor

The associate degree in information technology (IT) is designed for individuals interested in professional careers in the IT field. Student instruction is centered on database management, programming concepts, and networking fundamentals in addition to other relevant courses to prepare graduates for today's ever-changing business environment. In addition, courses related to the Cisco Certified Network Associate (CCNA) certification may also be taken in this program. Students completing the Associate degree may continue at Keystone College and earn a Bachelor of Science degree in Information Technology with a specialization in Networking Engineering or Business Information Systems. Students meeting all graduation requirements receive an associate in applied science.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 100)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 101 - Introduction to Information Technology
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 101 - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Social and Behavioral Sciences Elective¹
Mathematics (MATH) 102 - College Algebra or higher-level MATH course
Mathematics (MATH) 113 - Pre-Calculus
or Mathematics (MATH) 310 - Discrete Mathematics
Science Elective - Laboratory Course¹

Curriculum Courses:

Accounting (ACCT) 110 - Survey of Accounting
Information Technology (IT) 110 - Introduction to Programming
or Information Technology (IT) 225 - Spreadsheets and Databases
Information Technology (IT) 120 - Web Programming I
Information Technology (IT) 125 - Web Programming II
Information Technology (IT) 205 - Database Management Systems I
Information Technology (IT) 206 - Database Management Systems II
Information Technology (IT) 250 Networking I
Information Technology (IT) 251 Networking II

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 62 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

ENGL 101 College Writing I
IDS 101 The First-Year Seminar
IT 101 Introduction to Information Technology
IT 120 Web Programming I
MATH 101 Basic Algebra or higher

Third Semester (Fall)

Free Elective
IT 205 Database Management Systems I
IT 250 Networking I
LEAD 110 Foundations of Leadership
Science Elective - Laboratory Course¹

Second Semester (Spring)

ACCT 110 Survey of Accounting
ENGL 102 College Writing II
IT 110 Intro to Programming
or IT 225 Spreadsheets and
Databases
IT 125 Web Programming II
MATH 102 College Algebra
or higher level Math course
PHED 105 Wellness and Fitness

Fourth Semester (Spring)

COMM 107 Speech Communication
IT 206 Database Management
Systems II
IT 251 Networking II
MATH 113 Pre-Calculus
or MATH 310 Discrete Mathematics
Social and Behavioral Sciences Elective¹

Footnotes:

¹Please refer to page 104 for a list of courses fulfilling the distribution requirements.

²CCNA course content may change based upon changes in the product and/or certification requirements, and must be taken at the main campus facility.

Landscape Architecture

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The landscape architecture curriculum prepares students for transfer to a baccalaureate institution where they will acquire the skills and knowledge necessary for landscape architecture. Students successfully completing the landscape architecture curriculum are guaranteed acceptance at State University of New York - Syracuse. This curriculum also transfers to a variety of other institutions. Students meeting all graduation requirements receive an associate in arts. Bachelor's degrees lead to the following emphases: design, planning, and design history and theory.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Information Technology (IT) 105 - PC Office Applications
Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Art (ART) 105 - Drawing and Composition I
or Art (ART) 107 - Figure Drawing I
Art (ART) 109 - Two-Dimensional Design
or Art (ART) 110 - Three-Dimensional Design and Materials
Social and Behavioral Sciences Elective²
Psychology (PSYC) 101 - General Psychology
or Sociology (SOCL) 101 - Introduction to Sociology
Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Biology (BIOL) 109C - Horticulture
Physical Science (PHSC) 108 - Geology

Curriculum Courses:

Art (ART) 101 - Art History Survey I
or Art (ART) 102 - Art History Survey II
Biology (BIOL) 108/109 - Introduction to Field Biology³
Biology (BIOL) 214 - Introductory Ecology
Cooperative Education (COOP)⁴
Curricular Elective - Science⁵
Environmental Science (ENVT) 210- GIS/GPS
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Mathematics (MATH) 113 - Pre-Calculus

or Mathematics (MATH) 205 - Statistics

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 69 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 108/109 Introduction to Field Biology³
BIOL 113 General Biology I
ENGL 101 College Writing I
HIST 109 United States History I
or HIST 110 United States History II
IDS 101 The First-Year Seminar
PHED 105 Wellness and Fitness

Third Semester (Fall)

Art Elective
BIOL 108/109 Introduction to Field Biology³
BIOL 214 Introductory Ecology
ENVT 210 GIS/GPS
Free Elective
IT 105 PC Office Applications

Second Semester (Spring)

Art Elective
BIOL 109C Horticulture
BIOL 114 General Biology II
COMM 107 Speech Communication
ENGL 102 College Writing II
MATH 113 Pre-Calculus¹
or MATH 205 Statistics¹

Fourth Semester (Spring)

Art Elective
Co-op Education⁴
Curricular Elective - Science⁵
PHSC 108 Geology
PSYC 101 General Psychology or
SOCI 101 Introduction to Sociology
Social and Behavioral Science Elective²

Footnotes:

¹Students are expected to begin with MATH 113 or 205. Students with insufficient math background may have to take MATH 102 prior to MATH 113 or 205, which may require an extra semester or summer session to complete this degree.

²To be chosen from ANTH 101, ANTH 212, or RELG 206.

³Must total at least 2 credits.

⁴Students must earn a minimum of 1 credit of co-op.

⁵To be chosen from the science discipline. See page 104 for a list of courses fulfilling the science requirements.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Liberal Studies

Curriculum Coordinator: Sara White, Instructor

The liberal studies curriculum at Keystone College is designed to parallel the first two years of a baccalaureate program. While this program emphasizes flexibility, it also allows students the opportunity to choose an area of concentration in English, history, political science, or sociology. Students meeting all graduation requirements receive an associate in arts degree.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective¹
Arts and Humanities Elective¹
Distribution Elective¹
Distribution Elective¹
Distribution Elective¹
Social and Behavioral Sciences Elective¹
Social and Behavioral Sciences Elective¹
Math/Science Elective¹
Science Elective - Laboratory Course¹

Arts and Humanities, Social and Behavioral Sciences, and Math/Science distribution courses must be chosen from TWO different disciplines.

Curriculum Courses:

Curricular Elective - 200-level or higher Literature Course²
Curricular Elective - 200-level or higher³
Curricular Elective - 200-level or higher³
Curricular Elective - 200-level or higher³

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 68 credits for graduation.

Recommended Sequence of Courses

First Semester (Fall)

ENGL 101 College Writing I
General Education Distribution Elective¹
IDS 101 The First-Year Seminar
MATH Basic Algebra or higher-level MATH course
PHED 105 Wellness and Fitness
Social and Behavioral Sciences Elective¹

Third Semester (Fall)

COMM 107 Speech Communication
Curricular Elective - 200-level Literature or higher²
Curricular Elective - 200-level or higher³
Free Elective
General Education Distribution Elective¹
Math/Science Elective¹

Second Semester (Spring)

Arts and Humanities Elective¹
ENGL 102 College Writing II
General Education Distribution
Elective¹
IT 105 PC Office Applications
Science Elective - Laboratory Course¹

Fourth Semester (Spring)

Arts and Humanities Elective¹
Curricular Elective - 200-level or
higher³
Curricular Elective - 200-level or higher³
Free Elective
Free Elective
Social and Behavioral Sciences Elective¹

Footnotes:

¹Please refer to pages 104-105 for a list of courses fulfilling the distribution requirements. Arts and humanities, social and behavioral sciences, and math/science distribution courses must be chosen from TWO different disciplines.

²Note: ENGL 209, 210, 211, and 315 DO NOT fulfill the literature curricular elective requirement.

³Cooperative education experiences DO NOT satisfy this requirement.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Liberal Studies - Education

Curriculum Coordinator: Jan Kaskey, Professor

The liberal studies - education curriculum at Keystone College provides students with an opportunity to explore the teaching profession and content areas such as social studies, English, or the physical sciences during the first two years of college. Coursework will provide the foundation for students to continue in Keystone College's baccalaureate degree program in early childhood, elementary, math, or social studies education or for transfer to a baccalaureate degree program in secondary education. Field experiences are required each semester and are arranged by the Field Coordinator for Education. Current criminal history, child abuse clearances, and a health appraisal, including an annual TB screening, are required prior to engaging in fieldwork. Students are responsible for obtaining clearances on an annual basis, and copies must be on file in the education office. Students meeting all graduation requirements receive an associate in arts degree.

Education students are required to pay a curriculum lab fee of \$65 each semester. Weekender students are required to pay a \$20 curriculum lab fee each trimester.

College catalogs are recognized as contractual arrangements for the year in which the student enrolls; however, they are subject to changes in state, federal, and program requirements.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Application
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) 102 - College Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology (BIOL) 101 - Newsworthy Topics in Biology
English (ENGL) 201 - American Literature I
or English (ENGL) 202 - American Literature II
or English (ENGL) 328 - Children's Literature
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Mathematics (MATH) 111 - College Mathematics
or higher-level MATH course
Physical Science (PHSC) 109 - Energy and the Environment
or Physical Science (PHSC) 110 - Global Change - Introduction to Earth Systems
or Biology (BIOL) 112 - Environmental Science
Psychology (PSYC) 101 - General Psychology
Psychology (PSYC) 201 - Child Psychology

Curriculum Courses:

Concentration Elective¹

Concentration Elective¹

Concentration Elective¹

Education (EDUC) 001 to 004 - Education Observation/Participation

Education (EDUC) 101 – Introduction to Teaching

Education (EDUC) 201 - Foundations of Education

Education (EDUC) 211 - Educational Psychology

Sociology (SOC) 101 - Introduction to Sociology

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 68 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

EDUC 001 Education Observation/
Participation

EDUC 101 Introduction to Teaching

ENGL 101 College Writing I

IDS 101 The First-Year Seminar

MATH 102 College Algebra
or a higher-level MATH course

PHED 105 Wellness and Fitness

PSYC 101 General Psychology

Second Semester (Spring)

BIOL 101 Newsworthy Topics in
Biology

EDUC 002 Education Observation/
Participation

COMM 107 Speech Communication

ENGL 102 College Writing II

IT 105 PC Office Applications

PSYC 201 Child Psychology

SOCI 101 Introduction to Sociology

Third Semester (Fall)

Concentration Elective¹

EDUC 003 Education Observation/
Participation

EDUC 201 Foundations of Education

HIST 109 United States History I
or HIST 110 United States History II

MATH 111 College Mathematics
or a higher-level MATH course

PSYC 225 Psychology of Exceptionalities

Fourth Semester (Spring)

Concentration Elective¹

Concentration Elective¹

EDUC 004 Education Observation/
Participation

EDUC 211 Educational Psychology

ENGL 201 American Literature I
or ENGL 202 American Literature II
or ENGL 328 Children's Literature

PHSC 109 Energy and the
Environment

or PHSC 110 Global Change -
Introduction to Earth Systems

Footnotes:

¹Concentration Electives: Students are required to take 9 credits in one of the following disciplines, which will constitute an area of concentration: mathematics, science, communications, art, English, or Children with Special Needs.

The academic adviser assists the student in planning his/her curriculum and in preregistration;

however, the student is ultimately responsible for meeting the requirements of the curriculum selected. Students should meet each semester with advisers to plan course schedules.

Pre-Major

Curriculum Coordinator: Patricia Jennings, Assistant Professor

The Pre-Major curriculum is designed to meet the needs of two types of students, those who wish to earn a college degree but who have not yet chosen a specific major, and those who need additional academic preparation before declaring the major of their choice.

The Pre-Major program offers students the opportunity to explore various careers and majors, to enroll in a variety of transferable college courses, and to complete foundation courses required for the various majors available at Keystone College. Once a student has earned 30 credits, the student must declare a major. The degree earned is based on the major selected.

It is *strongly recommended* that students in the Pre-Major program participate in seminars conducted by the Career Development Center. These seminars will cover such topics as, but not limited to, self discovery, choosing a major, and deciding on a career. A range of assessments will be utilized in order to help students who are undecided in their career planning make appropriate course selections.

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97) is a graduation requirement for all majors.

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Information Technology (IT) 105 - PC Office Applications
Mathematics (MATH) - Basic Algebra or a higher level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Recommended Sequence of Courses:

First Semester (Fall)

Distribution Elective²
ENGL 101 College Writing I
Free Elective¹
IDS 101 The First-Year Seminar
IT 105 PC Office Applications
PHED 105 Wellness and Fitness

Second Semester (Spring)

COMM 107 - Speech Communication
Distribution Elective²
ENGL 102 College Writing II
Free Elective¹
MATH Basic Algebra or higher-level
MATH course³

Footnotes:

¹Discuss these choices with your academic adviser.

²Students should choose an arts and humanities, social and behavioral sciences, or math/science elective which allows academic exploration of future goals. See pages 102-103 for a list of courses fulfilling the distribution requirements.

³Students may choose to register for MATH 101 or a higher-level math course in their first or second semester. This decision should be made based on the needs of the student.

Sport and Recreation Management

Curriculum Coordinator: Terry Wise, Associate Professor

The sport and recreation management curriculum is designed for students who would like to pursue a management position in the recreation or sports industries. As the curriculum has a strong business/management base, it will prepare students for positions in the sports industry or for a business of their own. Students meeting all graduation requirements receive an associate in science.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 99)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) 105 - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Arts and Humanities Elective (200-level or higher)¹
Communications (COMM) 104 - Interpersonal Communication
or Communications (COMM) 105 - Mass Communication
Sociology (SOC) 101 - Introduction to Sociology
Sociology (SOC) 206 - Sociology of Sport
Math/Science Elective (200-level)¹
Science Elective - Laboratory Course¹

Curriculum Courses:

Accounting (ACCT) 110 - Survey of Accounting
Business (BUSN) 201 - Principles of Management
Curricular Elective²
Curricular Elective²
Curricular Elective²
Curricular Elective²
Physical Education (PHED) 112 - Standard First Aid & Personal Safety
Sport Recreation Management (SRM) 101 - Introduction to Sport and Recreation Management
Sport Recreation Management (SRM) 201 - Program Development and Planning
Sport Recreation Management (SRM) 202 - Facilities Management
Sport Recreation Management (SRM) 223 - Field Experience³
Sport Recreation Management (SRM) 223P - Field Experience Preparation Workshop³
Sport Recreation Management (SRM) 250 - Bridge Experience in Sport and Recreation Management

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 70 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

COMM 107 Speech Communication
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
MATH Basic Algebra or higher-level MATH
PHED 105 Wellness and Fitness
SRM 101 Introduction to Sport and Recreation Management

Second Semester (Spring)

ENGL 102 College Writing II
IT 105 PC Office Applications
PHED 112 Standard First Aid and Personal Safety
Science Elective - Laboratory Course¹
SOC1 101 Introduction to Sociology
SRM 223P Field Experience Preparation³
SRM 201 Program Development and Planning

Summer After Freshman Year

SRM 223 Field Experience³ - 320 hours

Third Semester (Fall)

ACCT 110 Survey of Accounting
COMM 104 Interpersonal Communication
or COMM 105 Mass Communication
Curricular Elective²
Curricular Elective²
SOC1 206 Sociology of Sport
SRM 202 Facilities Management

Fourth Semester (Spring)

Arts and Humanities Elective
(200-level or higher)¹
BUSN 201 Principles of Management
Curricular Elective²
Curricular Elective²
Math/Science Elective (200-level)¹
SRM 250 Bridge Experience in Sport and Recreation Management

Footnotes:

¹Please refer to pages 104-105 for a list of courses fulfilling the distribution requirements.

²To be chosen from: ART 209, BUSN 202, BUSN 212, BUSN 215, BUSN 220, ENGL 209, HOSP 224, HOSP 228, HRM 102, HRM 230, PSYC 101 or a course approved by the academic adviser.

³Students must attend Field Experience Preparation (SRM 223P) in the second semester and have 320 hours of approved field placement in the summer between their two years. (Field Experience 0-6 credits)

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Wildlife Biology

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The wildlife biology curriculum is a pre-professional program designed to meet the initial educational needs of students who will continue study in ecology, zoology, and other related fields. Career opportunities for wildlife biologists are predominantly with state and federal agencies or consulting firms. Most jobs require the application of biological concepts to the management of the wildlife resource for the public good. Students meeting all graduation requirements receive an associate in arts.

Bachelor's degrees lead to the following emphases: aquarist, aquatic biologist, fisheries biologist, wildlife conservation specialist, wildlife biologist, wildlife researcher, wildlife manager, biology teacher, environmental education specialist, and zoo curator.

Graduation Requirements

Developmental Education (DVED) 108 - Critical and Analytical Reading (see page 97)

Core Courses:

Communications (COMM) 107 - Speech Communication
English (ENGL) 101 - College Writing I
English (ENGL) 102 - College Writing II
Information Technology (IT) - PC Office Applications
Interdisciplinary Studies (IDS) 101 - The First-Year Seminar
Mathematics (MATH) - Basic Algebra or a higher-level MATH course¹
Physical Education (PHED) 105 - Wellness and Fitness

Distribution Courses:

Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Chemistry (CHEM) 203 - Organic Chemistry I
History (HIST) 102 - Western Civilization
History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Math (MATH) 225 - Calculus I
Psychology (PSYC) 101 - General Psychology
or Sociology (SOC) 101 - Introduction to Sociology
Social and Behavioral Sciences Elective²

Curriculum Courses:

Biology (BIOL) 108/109 - Introduction to Field Biology³
Biology (BIOL) 211 - Microbiology
Biology (BIOL) 214 - Introductory Ecology
Chemistry (CHEM) 105 - General Chemistry I
Chemistry (CHEM) 106 - General Chemistry II
Cooperative Education⁴
Curricular Elective - Science⁵
Physics (PHYS) 200 - General Physics I

Physics (PHYS) 205 - General Physics II
or Chemistry (CHEM) 204 - Organic Chemistry II
or Math (MATH) 230 - Techniques of Calculus II

Free Elective Courses:

Sufficient free electives must be taken to ensure that the student has at least 73 credits for graduation.

Recommended Sequence of Courses:

First Semester (Fall)

BIOL 113 General Biology I
CHEM 105 General Chemistry I
COMM 107 Speech Communication
ENGL 101 College Writing I
IDS 101 The First-Year Seminar
IT 105 PC Office Applications

Third Semester (Fall)

BIOL 108/109 Introduction to Field Biology³
BIOL 214 Introductory Ecology
CHEM 203 Organic Chemistry I
HIST 102 Western Civilization
PHYS 200 General Physics I
Social and Behavioral Sciences Elective²

Second Semester (Spring)

BIOL 108/109 Introduction to
Field Biology³
BIOL 114 General Biology II
CHEM 106 General Chemistry II
ENGL 102 College Writing II
HIST 109 United States History I
or HIST 110 United States History II
MATH 225 Techniques of Calculus I¹

Fourth Semester (Spring)

BIOL 108/109 Introduction to
Field Biology³
BIOL 211 Microbiology
Co-op Education⁴
Curricular Elective - Science⁵
PHED 105 Wellness and Fitness
PHYS 205 General Physics II
or CHEM 204 Organic Chemistry II
or MATH 230 Techniques of
Calculus II
PSYC 101 General Psychology
or SOCI 101 Introduction to Sociology

Footnotes:

¹Students who do not have a sufficient math background will need to take MATH 113 prior to MATH 225 and, if necessary, MATH 102 or 111 prior to MATH 113. These students may require an extra semester, or summer session, to complete this degree.

²To be chosen from ANTH 101, ANTH 212, or RELG 206.

³Must total at least 4 credits.

⁴Students must earn at least 1 credit of co-op.

⁵Must be chosen from the science disciplines.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Post-Baccalaureate, Certificate, and Transfer Programs

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Art Education Certification Program Post-Baccalaureate Teacher Certification

Curriculum Coordinator: David W. Porter, Associate Professor

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The goal of the certificate program in Teaching with certification in Art Education (K-12) is to provide post-baccalaureate coursework to develop skilled teachers who can utilize best practices for planning and preparing environments and instruction in the arts in K-12 classrooms. Specifically, the post-baccalaureate program prepares individuals to work with students in a variety of settings including K-12 classrooms in public and private schools.

The goals for the Art Education Certificate Program are:

- *Preparing individuals to teach kindergarten through twelfth grade.
- *Providing a strong foundation in knowledge of child and adolescent development.
- *Providing a family-centered, community-based context for the study of education.
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- *Adapting instructional strategies for children with special needs.
- *Encouraging teacher candidates to understand the developmental characteristics of children and adolescents in primary, intermediate, and secondary settings and to apply appropriate education strategies.
- *Providing a field experience in each education course. 80 hours of field experience is required to prior to student teaching. These hours are acquired through the field experiences attached to each Education course. Documented proof of classroom experiences prior to entry into this program will also be considered.
- *Focusing on the special and differing characteristics and needs of learners in rural and urban communities.
- *Preparing art educators who can competently:
 - engage in instructional planning and preparation
 - establish classroom environments
 - demonstrate instructional strategies
 - demonstrate effective classroom adaptations for children with special needs
 - demonstrate professionalism

Required Courses*

Education (EDUC) 201 - Foundations of Education
Education (EDUC) 211 - Educational Psychology
Education (EDUC) 306 - Using Computers to Support Classroom Learning
or Education (EDUC) 440 - Electronic Media for Teachers
Education (EDUC) 313 – Art Education Media and Methods/Elementary Methods
Education (EDUC) 320 - Teaching Children with Diverse Needs

Education (EDUC) 423I - Student Teaching at the Intermediate Level
Education (EDUC) 423S - Student Teaching at the Secondary Level
Education (EDUC) 435 – Art Education Media and Methods/Secondary Methods
Education (EDUC) 450 - Seminar: Contemporary Research, Issues, and Ethics in Education

****Any student interested in obtaining post-baccalaureate certification in art education at Keystone College must meet entry requirements for education and fine art including: completion of appropriate undergraduate program with a GPA of 3.00 or higher, completion of all required pre-requisites, taking and passing the three Commonwealth-mandated PRAXIS I series tests (Reading, Writing, and Math) prior to engaging in required coursework. Failure to meet this requirement will preclude admission into the education program. Students must also participate in the required 80 hours of field experiences prior to student teaching. Further, students must attempt the PRAXIS II specialty test(s) prior to beginning student teaching. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing PRAXIS I series scores and of attempting the PRAXIS II series. Students who are not successful in passing the PRAXIS I or PRAXIS II series must participate in the preparation classes offered at the College. Candidates must meet with the Field Placement Coordinator by February 28th to be eligible for the two student teaching experiences in the fall semester and by October 15th to be eligible for the spring semester. If students are unable to student teach during the fall semester and are unable to delay their student teaching until the following fall semester, the student teaching candidate must meet with the Field Placement Coordinator by October 15th to be eligible for the two student teaching experiences in the spring semester. Candidates must also have an interview with a member of the education faculty. A minimum of 30 education credits with a cumulative GPA of 3.00 at the College must be completed in order to be recommended to the Pennsylvania Department of Education for certification. If any of the required courses have been accepted by Keystone College as transfer credits, a list of acceptable alternative courses will be provided to the student in order to ensure completion of the 30-credit minimum.**

***Certification coursework is offered in both the La Plume and Towanda Weekender programs; however, not all coursework is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institute, Urban Education Experiences, Adopt-A-School Programs). Course offerings are dependent on enrollment.**

***Students should meet each semester with advisers to plan course schedules. Course Sequence Advising Sheets must be followed. Any variation from the required sequence must be approved by the adviser.** Education courses must be taken at Keystone College unless approved by the adviser and the Registrar. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser and documentation for fieldwork exists.

***All education forms and information updates will be available online. It is the student's**

responsibility to check these updates frequently. **Communication with all students will be through the Keystone email system.** It is the responsibility of each student to use the email address provided by the College.

*Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development

Culinary Arts Certificate Program

Curriculum Coordinator: Chef Melodie Jordan, Assistant Professor

The culinary arts certificate is designed to provide students with a basic introduction to the industry and focuses on the skills needed to quickly begin a career. Students will follow a block scheduling format to further enhance their education and provide additional hands-on experience. It is strongly encouraged that students enter this certificate program in the fall semester. Upon completion of this program, the student is required to take and pass the NOCTI examination designated for their curriculum. Students are required to participate in all culinary arts and hotel/restaurant management functions. Students enrolled in these courses must be available to participate in fall events even when not in class. This certificate requires two semesters which must begin with the fall semester, due to the sequence of course offerings.

Upon enrolling in CULN 101A, students will be charged for a professional knife kit (\$135) and uniform package (\$250). In the student's second semester and upon enrolling in CULN 236, students will be charged for a server and kitchen uniform package (\$150). Enrollees are also required to purchase non-skid black leather lace-up shoes. The costs of these items are in addition to other required fees.

Students completing all graduation requirements will receive a certificate. Students wishing to pursue an associate in applied science in Culinary Arts may continue at Keystone College without loss of credits.

Curriculum Courses:

Business (BUSN) 212 - Written Communication
or Communications (COMM) 104 - Interpersonal Communication
Culinary Arts (CULN) 100 - Culinary Math
Culinary Arts (CULN) 101 A* - Stocks, Sauces, and Skills
Culinary Arts (CULN) 101 B* - Meat and Fish Fabrication
Culinary Arts (CULN) 101 C* - American Cuisine
Culinary Arts (CULN) 101 D* - Cuisines of the World
Culinary Arts (CULN) 101 E* - Introduction to Baking
Culinary Arts (CULN) 101 F* - Service Techniques and Skills
Culinary Arts (CULN) 101 H* - Breakfast Cookery Seminar
Culinary Arts (CULN) 103 - Introduction to Culinary Management
Culinary Arts (CULN) 107* - Garde Manger
Culinary Arts (CULN) 210* - Catering¹
Culinary Arts (CULN) 202* - Bar and Beverage Management
Culinary Arts (CULN) 203* - Cakes, Tortes, and Desserts
Culinary Arts (CULN) 236 - Advanced Restaurant Operations
Culinary Arts (CULN) 290 - NOCTI Food Production and Service Examination²
Hospitality (HOSP) 108 - Applied Food Service Sanitation

*Students enrolled in these courses must be available to participate in events when not in class.

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 34.5 credits for graduation.

First Semester (Fall)

BUSN 212 Written Communication
or COMM 104 Interpersonal Communication
CULN 101A* Stocks, Sauces, and Skills
CULN 101B* Meat and Fish Fabrication
CULN 101C* American Cuisine
CULN 101D* Cuisines of the World
CULN 101E* Introduction to Baking
CULN 101F* Service Techniques and Skills
CULN 101H* Breakfast Cookery Seminar
HOSP 108 Food Service Sanitation

Second Semester (Spring)

CULN 100 Culinary Math
CULN 103 Introduction to Culinary
Management
CULN 107* Garde Manger
CULN 210* Catering¹
CULN 202* Bar and Beverage
Management
CULN 203* Cakes, Tortes, and Desserts
CULN 236 Advanced Restaurant
Operations
CULN 290 NOCTI Food Production and
Service Examination²

Sufficient free electives must be taken to ensure the student has at least 34.5 credits for graduation.

*Students enrolled in these courses must be available to participate in events when not in class.

Footnotes:

¹Students enrolled in CULN 210 may have to be available for some weekends to organize, serve, and cook for functions.

²In order for students to graduate this curriculum, they must enroll in and pass the NOCTI examination CULN 290 (only offered in the spring semesters). Students must have completed one semester in Culinary Arts at Keystone College before enrolling.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Early Childhood Education Certification Program Post-Baccalaureate Teacher Certification

Curriculum Coordinator: Lansdale Shaffmaster, Ph.D., Professor

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The goal of the certificate program in Early Childhood Education is to provide post-baccalaureate coursework to develop skilled teachers who can utilize best practices for planning and preparing environments and instruction in early childhood settings. Specifically, the post-baccalaureate program prepares individuals to work with children in a variety of settings including K-3 public and private schools, child care facilities, Head Start programs, nursery schools, homes, hospitals, social service agencies, and early intervention programs for children with special needs.

The goals for the Early Childhood Teacher Degree Program are:

- *Preparing individuals to teach children aged 0-8 in a variety of settings and in a manner that supports and affirms their individual characteristics.
- *Providing knowledge about child development learning theories and naturalistic study of young children as the foundation for competency development.
- *Offering courses and activities based on a developmental perspective that views learning as an integrated, constructive activity.
- *Providing numerous opportunities to apply theoretical knowledge to appropriate practice in authentic settings.
- *Providing field experiences in each education course.
- *Preparing early childhood professionals who appreciate the special characteristics of young children, who understand the primacy of family, who view learning as part of a holistic developmental process, who have skill in creating educational environments which support and nurture children's development, and who work cooperatively with parents and other professionals.
- *Preparing early childhood professionals who can competently:
 - engage in instructional planning and preparation
 - establish classroom environments
 - demonstrate instructional strategies
 - demonstrate effective classroom adaptations for children with special needs
 - demonstrate professionalism

Required Courses*

Early Childhood Education (ECE) 202 - Curriculum and Program Planning (Ages 3-8 years)
Early Childhood Education (ECE) 220 - Early Intervention
Education (EDUC) 201 - Foundations of Education
Education (EDUC) 211 - Educational Psychology
Education (EDUC) 306 - Using Computers to Support Classroom Learning
or Education (EDUC) 440 - Electronic Media for Teachers
Education (EDUC) 310 - Family Health and Safety
Education (EDUC) 330 - Language Arts and Literacy I
Education (EDUC) 331 - Language Arts and Literacy II

Education (EDUC) 420 - Teaching in the Early Years
or Education (EDUC) 421 - Teaching in the Elementary School/Primary
Education (EDUC) 423E - Student Teaching in the Early Years
Education (EDUC) 423T - Student Teaching at the Primary Level

N.B.: Prior to beginning certification coursework, any student interested in obtaining post-baccalaureate certification in elementary education at Keystone College must meet entry requirements for education including a 3.00 GPA, completion of required prerequisites, and taking and passing the three Commonwealth mandated PRAXIS I series tests (Reading, Writing, and Math). Further, participating in and documenting 80 hours of field experiences prior to engaging in student teaching is required. Failure to meet these requirements will preclude admission into the education program. Further, students must attempt the PRAXIS II specialty test(s) prior to beginning student teaching. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing scores on the PRAXIS I and without evidence of attempting the PRAXIS II series. Students who are not successful in passing the PRAXIS II series must participate in the preparation classes offered at the College. Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester. Candidates must also have an interview with members of the education faculty. A minimum of 30 education credits at the College with a cumulative GPA of 3.00 must be completed in order to be recommended to the Pennsylvania Department of Education for certification. If any of the required courses have been accepted by Keystone College as transfer credits, a list of acceptable alternative courses will be provided to the student in order to ensure completion of the 30-credit minimum.

*Certification coursework is offered in both the La Plume and Towanda Weekender programs. Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institutes, Urban Education Experiences, Adopt-A-School Programs).

* Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

Elementary Education Certification Program

Post-Baccalaureate Teacher Certification

Curriculum Coordinator: Frances Langan, Ed.D., Professor

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The goal of the certificate program in Elementary Education is to provide post-baccalaureate coursework to develop skilled teachers who can utilize best practices for planning and preparing environments and instruction in elementary classrooms. Specifically, the post-baccalaureate program prepares individuals to work with students in a variety of settings including K-6 in public and private schools.

The goals for the Elementary Teacher Education Certificate Program are:

- *Preparing individuals to teach kindergarten through sixth grade.
- *Providing a strong foundation in knowledge of child development.
- *Providing a family-centered, community-based context for the study of education.
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development.
- *Adapting instructional strategies for children with special needs.
- *Encouraging teacher candidates to concentrate on either primary grades or intermediate grades.

(Because the developmental characteristics of children in these two groups are quite different, the appropriate educational strategies will also vary greatly.)

- *Providing a field experience in each education course.
- *Focusing on the special and differing characteristics and needs of learners in rural communities and urban areas.
- *Preparing elementary educators who can competently:
 - engage in instructional planning and preparation
 - establish classroom environments
 - demonstrate instructional strategies
 - demonstrate effective classroom adaptations for children with special needs
 - demonstrate professionalism

Required Courses*

- Education (EDUC) 201 - Foundations of Education
- Education (EDUC) 211 - Educational Psychology
- Education (EDUC) 302 - Elementary Curriculum
- Education (EDUC) 303 - Elementary Curriculum and Methods: Mathematics
- Education (EDUC) 304 - Elementary Curriculum and Methods: Citizenship and Social Studies
- Education (EDUC) 305 - Elementary Curriculum and Methods: Science
- Education (EDUC) 306 - Using Computers to Support Classroom Learning
or Education (EDUC) 440 - Electronic Media for Teachers
- Education (EDUC) 320 - Teaching Children with Diverse Needs

Education (EDUC) 330 - Language Arts and Literacy I
Education (EDUC) 331 - Language Arts and Literacy II
Education (EDUC) 421 - Teaching in the Elementary School/Primary
or Education (EDUC) 422 - Teaching in the Elementary School/Intermediate
Education (EDUC) 423I - Student Teaching at the Intermediate Level
Education (EDUC) 423T - Student Teaching at the Primary Level

**Any student interested in obtaining post-baccalaureate certification in elementary education at Keystone College must meet entry requirements for education including a 3.00 GPA, completion of required prerequisites, taking and passing the three Commonwealth-mandated PRAXIS I series tests (Reading, Writing, and Math) prior to engaging in required coursework. Failure to meet these requirements will preclude admission into the education program. Students must also participate in the required 80 hours of field experiences prior to student teaching. Further, students must attempt the PRAXIS II specialty test(s) prior to beginning student teaching. The Field Placement Coordinator will not accept applications for student teaching without evidence of attempting the PRAXIS II series. Students who are not successful in passing the PRAXIS I or PRAXIS II series are expected to participate in the preparation classes offered at the College. Student Teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester. Candidates must also have an interview with a member of the education faculty. A minimum of 30 education credits with a cumulative GPA of 3.00 at the College must be completed in order to be recommended to the Pennsylvania Department of Education for certification. If any of the required courses have been accepted by Keystone College as transfer credits, a list of acceptable alternative courses will be provided to the student in order to ensure completion of the 30-credit minimum.

*Certification coursework is offered in both the La Plume and Towanda Weekender programs; however, not all coursework is available in Towanda. Program offerings are enrollment dependent.

*Students should meet each semester with advisers to plan course schedules. Course Sequence Advising Sheets must be followed. Any variation from the required sequence must be approved by the adviser. Education courses must be taken at Keystone College unless approved by the adviser. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser.

*All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. Communication with all students will be through the Keystone email system. It is the responsibility of each student to use the email address provided by the College.

* Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

Forestry Technology Transfer Program

Curriculum Coordinator: Robert Cook, Ph.D., Assistant Professor

The forestry technology curriculum is the first year of a two-year transfer program which trains students as forest technicians. It prepares students for transfer to the Wanakena Campus of the State University of New York - Syracuse College of Environmental Science and Forestry. Forest technicians develop a knowledge of the field practice of forestry, communications, and an understanding of the science and practices of forestry.

Required Courses

Developmental Education (DVED) 108 - Critical and Analytical Reading

Core Courses:

English (ENGL 101) - College Writing I

English (ENGL 102) - College Writing II

Physical Education (PHED) 105 - Wellness and Fitness

Curriculum Courses:

Biology (BIOL) 113 - General Biology I

Biology (BIOL) 114 - General Biology II

Economics (ECON) 201 - Principles of Economics I

Economics (ECON) 202 - Principles of Economics II

Mathematics (MATH) 113 - Pre-Calculus¹

or Mathematics (MATH) 225 - Techniques of Calculus I

Free Elective Courses:

Sufficient free electives must be taken to ensure the student has at least 34 credits for graduation.

BIOL 108/109 - Introduction to Field Biology is strongly recommended.

Recommended Sequence of Courses:

Students seeking a certificate work with their advisers to determine the best sequence of courses to meet their needs. Depending on the previous experience, education, and training of students and course scheduling, students may be able to complete the certificate program in one year.

Footnote:

¹Students who do not have a sufficient math background will need to take MATH 102 prior to MATH 113.

The academic adviser assists the student in planning his/her curriculum and in preregistration; however, the student is ultimately responsible for meeting the requirements of the curriculum selected.

Math Education Certification Program Post-Baccalaureate Teacher Certification**

Curriculum Coordinator: Patricia Bederman Miller, Ph.D., Professor

***Pending approval from Pennsylvania Department of Education*

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The goal of the certificate program in Teaching with a concentration in Mathematics (7th-12th grade) is to provide post-baccalaureate coursework to develop skilled teachers who can utilize best practices for planning and preparing environments and instruction in the Math 7th -12th classrooms. Specifically, the post-baccalaureate program prepares individuals to work with students in 7th-12th grade public and private schools.

The goals for the Mathematics Education Certificate Program are:

- *Preparing individuals to teach seventh through twelfth grade.
- *Providing a strong foundation in knowledge of adolescent development.
- *Providing a family-centered, community-based context for the study of education
- *Focusing on diverse cultural and pedagogical issues.
- *Providing a strong research base related to the processes of learning and teaching.
- *Demonstrating learning as a constructive activity, which integrates many kinds of knowledge.
- *Helping teacher candidates become skilled in assessing the abilities of learners, skilled in organizing educational activities that promote high levels of achievement, and building relationships with learners that foster optimum development
- *Adapting instructional strategies for children with special needs.
- *Encouraging teacher candidates to understand the developmental characteristics of adolescents in intermediate and secondary settings, and to apply appropriate education strategies.
- *Providing field experiences in each education course.
- *Focusing on the special and differing characteristics and needs of learners in rural and urban communities.
- *Preparing mathematics educators who can competently:
 - engage in instructional planning and preparation
 - establish classroom environments
 - demonstrate instructional strategies
 - demonstrate effective classroom adaptations for children with special needs
 - demonstrate professionalism.

Required Courses*

Education (EDUC) 201 - Foundations of Education
Education (EDUC) 211 - Educational Psychology
Education (EDUC) 306 - Using Computers to Support Classroom Learning
or Education (EDUC) 440 - Electronic Media for Teachers
Education (EDUC) 320 - Teaching Children with Diverse Needs
Education (EDUC) 335 – Mathematics Education and Methods/Secondary Education

Education (EDUC) 423I - Student Teaching at the Intermediate Level
Education (EDUC) 423S - Student Teaching at the Secondary Level
Education (EDUC) 425 – Teaching at the Intermediate and Secondary Levels
Education (EDUC) 450 - Seminar: Contemporary Issues, Research, and Ethics in Education
Mathematics (MATH) 230 - Calculus II
Mathematics (MATH) 305 - Communications in Mathematics
Mathematics (MATH) 314 - Statistics and Research

N.B.: Students must achieve an average 2.50 GPA in mathematics courses and a “C” or better in each Math course. Prior to beginning certification coursework, any student interested in obtaining post-baccalaureate certification in mathematics education (7th – 12th) at Keystone College must meet entry requirements for education including a 3.00 GPA, completion of required prerequisites, and taking and passing the three Commonwealth mandated PRAXIS I series tests (Reading, Writing, and Math). Further, participating in and documenting 80 hours of field experiences prior to engaging in student teaching is required. Failure to meet these requirements will preclude admission into the education program. Further, students must attempt the PRAXIS II specialty test(s) prior to beginning student teaching. The Field Placement Coordinator will not accept applications for student teaching without evidence of passing scores on the PRAXIS I and without evidence of attempting the PRAXIS II series. Students who are not successful in passing the PRAXIS II series must participate in the preparation classes offered at the College. Student teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester. Candidates must also have an interview with members of the education faculty. A minimum of 30 education credits at the College with a cumulative GPA of 3.00 must be completed in order to be recommended to the Pennsylvania Department of Education for certification. If any of the required courses have been accepted by Keystone College as transfer credits, a list of acceptable alternative courses will be provided to the student in order to ensure completion of the 30-credit minimum.

*Certification coursework is offered in both the La Plume and Towanda Weekender programs. Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor’s Institutes, Urban Education Experiences, Adopt-A-School Programs).

* Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.

Microsoft® Certified Systems Administrator Certificate Program

Curriculum Coordinator: Mark Law, Ph.D., Associate Professor

As a Microsoft® IT Academy Program, Keystone College offers students the preparation to receive certification as Microsoft® Certified Systems Administrators (MCSA).

The Microsoft® IT Academy Program is a technology-training program that helps students gain valuable computer skills and Microsoft® certification. Students will learn to develop, support, and integrate computer systems with businesses focused on Microsoft® products.

Upon completion of either program and passing of the Microsoft® administered tests, the student will earn designation as a Microsoft® Certified Systems Administrator (MCSA).

The MCSA is currently a 12-credit, one-semester stand-alone program leading to Microsoft® Certified Systems Administrator certification.

Students interested in this certification should contact the Office of Admissions for an application.

Microsoft® Certified Systems Administrator Required Courses

Information Technology (IT) 401A - MCSE - Implementing and Supporting Microsoft® Windows® 2003 Professional

Information Technology (IT) 402C - MCSE - Managing and Maintaining a Microsoft® Windows® Server® 2003 Environment

Information Technology (IT) 403C - MCSE - Implementing, Managing, and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure - Network Hosts and Network Services

Information Technology (IT) 407A - MSCE - Deploying and Managing Microsoft® Internet Security for Acceleration Server 2000

12 credits required for graduation.

Note: Course offerings in the MCSA and MCSE programs are subject to change based upon changes in the Microsoft® products and/or certification requirements. MCSA and MCSE courses must be taken at the main campus facility.

Microsoft® Certified Systems Engineer Certificate Program

Curriculum Coordinator: Mark Law, Ph.D., Associate Professor

As a Microsoft® IT Academy Program, Keystone College offers students the preparation to receive certification as Microsoft® Certified Systems Engineers (MCSE).

The Microsoft® IT Academy Program is a technology-training program that helps students gain valuable computer skills and Microsoft® certification. Students will learn to develop, support, and integrate computer systems with businesses focused on Microsoft® products.

Upon completion of either program and passing of the Microsoft® administered tests, the student will earn designation as a Microsoft® Certified Systems Engineer (MCSE).

The MCSE is a 24-credit, two-semester program that can stand alone, or be combined with a four-year Information Technology bachelor's degree.

Students interested in this certification should contact the Office of Admissions for an application.

Microsoft® Certified Systems Engineer Required Courses

Information Technology (IT) 401A - MCSE - Implementing and Supporting Microsoft® Windows® 2003 Professional

Information Technology (IT) 402C - MCSE - Managing and Maintaining a Microsoft® Windows® Server® 2003 Environment

Information Technology (IT) 403C - MCSE - Implementing, Managing, and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure - Network Hosts and Network Services

Information Technology (IT) 404A - MCSE - Planning, Implementing and Maintaining a Microsoft® Windows® Server® 2003 Active Directory Infrastructure

Information Technology (IT) 405A - MCSE - Planning and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure

Information Technology (IT) 406A - MCSE - Designing Security for a Microsoft® Windows® Server® 2003 Network

Information Technology (IT) 407A - MCSE - Deploying and Managing Microsoft® Internet Security and Acceleration Server 2000

24 credits required for graduation.

Recommended Sequence of Courses

First Semester (Fall)

IT 401A MCSE - Implementing and Supporting
Microsoft® Windows® XP Professional
IT 402C MCSE - Managing and Maintaining a
Microsoft® Windows® Server®
2003 Environment
IT 407A MCSE - Deploying and Managing
a Microsoft® Internet Security and
Acceleration Server

Second Semester (Spring)

IT 403C MCSE - Implement, Managing,
and Maintaining a Microsoft®
Windows® Server® 2003 Network
IT 404A MCSE - Planning,
Implementing and Maintaining a
Microsoft® Windows® Server®
2003 Active Directory Infrastructure
IT 405A MCSE - Planning and
Maintaining a Microsoft®
Windows® Server® 2003
Network Infrastructure
IT 406A MCSE - Designing Security
for a Microsoft® Windows®
Server® 2003 Network

Note: Course offerings in the MCSA and MCSE programs are subject to change based upon changes in the Microsoft products and/or certification requirements. MCSA and MCSE courses must be taken at the main campus facility.

Paralegal Certificate Program

Curriculum Coordinator: Deborah Belknap, Ph.D., J.D., Instructor

As the intricacies of the law continue to become more diverse, a growing demand exists for professionals trained in the paralegal profession.

The National Federation of Paralegal Associations defines a paralegal as a “person qualified through education, training, or work experience to perform substantive legal work that requires knowledge of legal concepts and is customarily, but not exclusively, performed by a lawyer.”

Keystone College’s Paralegal Certificate Program provides a solid foundation in the legal field offering in-depth course work in the areas of legal research and writing, civil litigation, torts, and business law. This Weekender program has been specifically designed with the working professional in mind, allowing students to continue their current career while pursuing a Paralegal Certificate.

The Paralegal Certificate Program is the ideal path for personal growth and professional reward for students interested in career advancement in legal environments, corporations, governmental agencies, or private law, or simply seeking to enhance their current skills.

Required Courses

Business (BUSN) 333 - Business/Civil Law

Internship or Curricular Elective¹

Paralegal (PARA) 101 - Introduction to Paralegalism/Legal Ethics

Paralegal (PARA) 102 - Legal Research and Writing I

Paralegal (PARA) 201 - Civil Litigation

Paralegal (PARA) 202 - Legal Research and Writing II

Paralegal (PARA) 204 - Interviewing/Interpersonal Relationships

Paralegal (PARA) 303 - Torts

Paralegal (PARA) 304 - Domestic Relations Law

Paralegal (PARA) 305 - Real Estate Law

Footnote:

¹To be chosen from BUSN 101, HRM 230, IT 105, or a course approved by the academic adviser.

Social Studies Education Certificate Program: Post Baccalaureate Teacher Certification**

Curriculum Coordinator: Janet Wrightnour, Associate Professor

***Pending approval from Pennsylvania Department of Education*

Keystone College is guided by the philosophy that every student should have the opportunity to attain his/her full potential. The goal of the certificate program in Social Studies is to provide post-baccalaureate coursework to develop skilled teachers who can utilize best practices for planning and preparing environments and instruction in grades 7-12. Specifically, the post-baccalaureate program prepares individuals to work with students in a variety of settings including public and private schools.

The goals for the Teaching: Social Studies Certification Program are:

- * Prepare individuals to teach social studies in grades seven through twelve.
- * Provide a strong foundation in the social sciences.
- * Focus on diverse cultural and pedagogical issues.
- * Provide a strong research base related to the processes of learning and teaching.
- * Demonstrate learning as a constructive activity, which integrates many kinds of knowledge.
- * Help students become skilled in assessing the abilities of learners; skilled in organizing educational activities that promote high levels of achievement; and, building relationships with learners that foster optimum development.
- * Provide a field experience each education course.
- * Focus on the special and differing characteristics and needs of learners in rural communities and urban areas.
- * Preparing Social Studies Educators who can competently:
 - demonstrate a broad knowledge base in the social sciences
 - engage in instructional planning and preparation
 - establish classroom environments
 - demonstrate instructional strategies
 - demonstrate effective classroom adaptations for children with special needs
 - demonstrate professionalism

Required Courses*

Education (EDUC) 201 – Foundations of Education
Education (EDUC) 211 – Educational Psychology
Education (EDUC) 306 – Using Computers in the Classroom
Education (EDUC) 309 – Classroom Management
Education (EDUC) 315 – Developmental Assessment
Education (EDUC) 320 – Teaching Students with Diverse Needs
Education (EDUC) 325 – Social Studies Curriculum and Methods
Education (EDUC) 332 – Reading in the Content Area
Education (EDUC) 423I – Student Teaching at the Intermediate Level
Education (EDUC) 423S – Student Teaching at the Secondary Level
Education (EDUC) 425 – Teaching at the Intermediate and Secondary Levels
Education (EDUC) 450 – Seminar: Research, Issues, and Ethics in Education

****Prior to beginning certification coursework, any student interested in obtaining post-baccalaureate certification in Teaching: Social Studies 7-12 at Keystone College must meet entry requirements for education including a 3.00 GPA; completion of required prerequisites; and taking and passing the three Commonwealth-mandated PRAXIS I series tests (Reading, Writing, and Math). Further, participating in and documenting 80 hours of field experiences prior to engaging in student teaching is required. Failure to meet this requirement will preclude admission into the Education Program. Further, students must attempt to pass the PRAXIS II specialty test(s) prior to beginning student teaching. The Field Placement Coordinator will not accept applications for student teaching without evidence of attempting the PRAXIS II series tests. Students who are not successful in passing the PRAXIS II series tests must participate in the preparation classes offered at the College. Student Teaching candidates must meet with the Field Placement Coordinator by October 15th to be eligible for a student teaching experience in the spring semester. Student teaching candidates must meet with the Field Placement Coordinator by February 28th to be eligible for a student teaching experience in the fall semester. Candidates must also have an interview with a member of the education faculty. A minimum of 30 education credits with a cumulative GPA of 3.00 at the College must be completed in order to be recommended to the Pennsylvania Department of Education for certification. If any of the required courses have been accepted by Keystone College as transfer credits, a list of acceptable alternative courses will be provided to the student in order to ensure completion of the 30-credit minimum.**

***Certification coursework is offered in both the La Plume and Towanda Weekender programs. Not every course is offered every semester at every location. Consequently, teacher candidates should expect to complete 300 and 400-level education courses at the La Plume campus. Education courses and required observation and fieldwork must be completed during the school year, August through May. Special circumstances may allow for planned summer experiences if opportunities exist and are appropriate for teacher candidates (Governor's Institutes, Urban Education Experiences, Adopt-A-School Programs). Program offerings are enrollment dependent.**

Students should meet each semester with advisers to plan course schedules. Course Sequence Advising Sheets must be followed. Any variation from the required sequence must be approved by the adviser. Education courses must be taken at Keystone College unless approved by adviser. Because of field requirements, education courses are not offered online. Further, education courses cannot be challenged nor will credit by assessment be approved unless specific criteria for portfolio elements are met and approved by the adviser.

All education forms and information updates will be available online. It is the student's responsibility to check these updates frequently. Communication with all students will be through the Keystone email system. It is the responsibility of each student to use the email address provided by the College.

*** Education majors pay a one time only fee of \$89.00, or the current market price, to purchase Live Text for electronic portfolio development.**

Military Science – Air Force ROTC

The Air Force Reserve Office Training Corps (AFROTC) program at Keystone College permits students to earn commissions as officers in the United States Air Force while pursuing a university degree. Students may enroll in either the four-year or two-year program. All aerospace studies courses are held at Wilkes University in Wilkes-Barre, Pa. Lieutenant Colonel Mark Kaster, Chairperson; Captain Joe Sanfilippo and Captain Greg Marsh are responsible for the ROTC program at Wilkes University.

The four-year program permits students to enter the AFROTC program in their freshman or sophomore year. (Students with three years remaining until graduation may enroll concurrently in the freshman and sophomore aerospace studies courses and can complete the four-year program in three years.) The two-year program is available for students who have at least two years remaining until graduation. Students interested in enrolling in the two-year program should contact the AFROTC department no later than the spring semester of their sophomore year. Call 1-800-WILKESU, ext. 4860 for more information.

General Military Course (Four-Year Program Only)

The first two years of the four-year program constitute the General Military Course (GMC). GMC courses are open to any student. Students enrolling in these courses do not incur any military service obligation. (Exception: Air Force scholarship recipients incur a commitment at the beginning of their sophomore year.) The GMC curriculum consists of four one-credit aerospace studies courses, plus a non-credit leadership laboratory each semester, which introduces students to U.S. Air Force history and environment, customs, courtesies, drill and ceremonies, and leadership skills.

Professional Office Course (POC) (Two- and Four-Year Programs)

The final two years of the four-year program comprise the Professional Office Course (POC). It consists of four three-credit Aerospace Studies courses, plus a non-credit leadership laboratory each semester. Cadets earn a minimum of \$250 per month tax-free subsistence allowance during the academic year and incur a military obligation. To be accepted into the POC, students must pass a physical examination and an officer qualification test, as well as meeting certain academic standards. Four-year cadets must also complete a four-week field training program, both of which are administered the summer before POC entry. In addition, all POC cadets must complete a course in mathematical reasoning prior to being commissioned. (Note: Two-year cadets must complete a five-week field training program.)

Uniforms

All uniforms, equipment, and textbooks required for AFROTC are supplied by the U.S. Air Force.

Scholarships

The U.S. Air Force also offers many two-to five-year, full- and partial-tuition scholarships for which qualified students may compete if they enroll in AFROTC. All scholarship awards are based on individual merit, regardless of financial need, with most scholarship recipients determined by central selection boards. Scholarship selection boards for students already in college are held each year. Since scholarship applicants must meet certain aca-

demic, physical fitness, and medical requirements to be considered by the scholarship boards, contact the aerospace studies department early, preferably two to three months before the boards convene, to apply.

Commissioning

Students who satisfactorily complete the POC curriculum requirements are commissioned as Second Lieutenants in the U.S. Air Force, and will serve on active duty in a career specialty they have chosen, consistent with USAF needs.

For additional information, or if you have specific questions about the Air Force Reserve Training Program, contact the Aerospace Studies Department at Wilkes University at 1-800-WILKESU, ext. 4860/4861, on the World Wide Web at <http://www.det.752.com>.

Curriculum Requirements:

AS 103/104/203/204 - Leadership Laboratory (Pass/Fail)

AS 303/304/403/404 - Leadership Laboratory (Pass/Fail)

AS 101 - Foundations of the Air Force I

AS 102 - Foundations of the Air Force II

AS 201 - Evolution of USAF Air and Space Power I

AS 202 - Evolution of USAF Air and Space Power II

AS 301 - Air Force Leadership Studies I

AS 302 - Air Force Leadership Studies II

AS 401 - National Security Affairs I

AS 402 - National Security Affairs II

Military Science – Army ROTC

The Army Reserve Officer Training Corps program at Keystone College permits students to earn commissions as officers in the United States Army while pursuing a university degree. Students may enroll in either the two- or four-year program. All military science courses are held at the University of Scranton in Scranton, Pa. Lieutenant Colonel Mark Carmody is the individual responsible for the ROTC program at the University of Scranton.

Two-Year Program

The two-year program is available to qualified full-time students (generally having a minimum of two academic years remaining to degree completion) who meet the criteria. Application for this program should be made prior to the end of the spring semester of the sophomore year for those students not previously enrolled in Military Science instruction.

Four-Year Program

The four-year program consists of attending freshman and sophomore courses; students can begin as late as the fall semester of their sophomore year if approved by the department chairman. Enrollment in the first four courses of Military Science is accomplished in the same manner as any other college course and carries no military obligation for non-scholarship students. Applications to enroll in the Advanced Military Science courses should be made while the student is enrolled in Military Science 202.

Each student is required to complete a paid, five-week Advanced Training Camp at Fort Lewis, near Seattle, Washington. Normally this is done after completing Military Science 302 in his or her junior year. Transportation, food, lodging, and medical and dental care are provided in addition to base pay.

Uniforms

All uniforms, equipment, and textbooks required for Army ROTC classes will be supplied by the Military Science Department.

Scholarships

There are significant scholarship opportunities for ROTC students. Scholarships could be used to pay for tuition, books, and spending money. Freshmen and sophomores can apply for three- and two-year full scholarship in December.

For additional information, or if you have specific questions about the Army ROTC, contact the Military Science department at the University of Scranton at 1-888-SCRANTON or visit their website at www.scranton.edu.

Curriculum Requirements:

MS 101-102 – Concepts of Leadership I and II
MS 111-112 – Leadership Applications Laboratory
MS 131-132 – Advanced Leadership Applications Laboratory
MS 201-202 – Dynamics of Leadership I and II
MS 301-302 – Military Leadership I and II
MS 401-402 – Advanced Military Leadership
MS 480 – Internship in Military Science: Advanced Leadership Camp
MS 481 – Internship in Military Science: Cadet Troop Leading
PHED 138 – Physical Training Fitness

Minors

A minor consists of a minimum of 18 credits in a particular discipline and requires one 100-level course and two 300- and/or 400-level courses. The remainder may be chosen from current discipline course offerings at any level and are determined by the student and academic adviser. Students must declare their minors prior to registering for GRAD 101 or GRAD 201.

The following minors are available as of this catalog printing. Consult curriculum coordinators to determine if additional minors are added throughout the 2005-2006 academic year.

Accounting

- Accounting (ACCT) 103 - Managerial Accounting
- Accounting (ACCT) 108 - Financial Accounting
- Accounting (ACCT) 201 - Intermediate Accounting I
- Accounting (ACCT) 301 - Accounting Information Systems
- Accounting Electives - Two additional 300- or 400-level ACCT courses

(Students in a BT curriculum who choose to minor within the division offerings will need at least 6 credits of coursework at the 200- or 300-level that are not used in the major curricula. These courses will be selected from the minor area.)

Art

- Art (ART) 105 - Drawing and Composition I (3 credit hours)
- One or more 100-level Studio courses (3-6 credit hours)
- One or more 200-level Studio courses (3-6 credit hours)
- Two or more 300- and/or 400-level Studio courses (6-9 credit hours)

Biology

- Biology (BIOL) 113 - General Biology I
- Biology (BIOL) 114 - General Biology II
- Biology (BIOL) 445 - Biology Seminar and Research

and 200-level:

- Biology (BIOL) 211 - Microbiology
- or Biology (BIOL) 215 - Genetics
- or Biology (BIOL) 214 - Introductory Ecology
- or Biology (BIOL) 230 - Forensics II
- or Biology/Psychology (BIOL/PSYC) 225 - Forensic Psychology
- or Biology 210 - Nutrition

and any 300-level:

- or Biology (BIOL) 310 - Cell Biology
- or Biology (BIOL) 315 - Wetland and Riparian Ecology
- or Biology (BIOL) 320 - Instrumental Analysis
- or Biology (BIOL) 325 - Biochemistry
- or Biology (BIOL) 328 - Limnology
- or Biology (BIOL) 355 - Immunology

Business

- Accounting (ACCT) 103 - Managerial Accounting
- or Accounting (ACCT) 108 - Financial Accounting
- or Accounting (ACCT) 110 - Survey of Accounting
- Business (BUSN) 101 - Introduction to Business
- Information Technology (IT) 105 - PC Office Applications
- 200-level Elective - Choose from any BUSN, ECON, IT, HRM, or SRM
- 300-level Elective - Choose any two BUSN, ECON, or LEAD courses

(Students in a BT curriculum who choose to minor within the division offerings will need at least 6 credits of coursework at the 200- or 300-level that are not used in the major curricula. These courses will be selected from the minor area.)

Chemistry

- Biology (BIOL) 320 - Instrumental Analysis
- Biology (BIOL) 325 - Biochemistry
- Chemistry (CHEM) 105 - General Chemistry I
- Chemistry (CHEM) 106 - General Chemistry II
- Chemistry (CHEM) 203 - Organic Chemistry
- Choose from one of the following:
 - Chemistry (CHEM) 204 - Organic Chemistry II
 - Chemistry (CHEM) 215 - Environmental Chemistry

Communications

- Communications (COMM) 104 - Interpersonal Communication
- Communications (COMM) 105 - Mass Communication
- Writing Elective - Choose one: BUSN 212 - Written Communication
 - ENGL 315 - Special Topics in Creative Writing
 - ENGL 335 - Technical Writing
- 300- or 400-level Literature course - Depending on desired work skills, students may choose from:
 - ENGL 328 - Children's Literature
 - ENGL 330 - Great Themes in Literature
 - ENGL 333 - Advanced Study in Literature
- 300- or 400-level Communication course - Choose from:
 - COMM 301 - Communication Theory
 - COMM 315 - Special Topics in Communication
 - COMM 328 - Small Group Communication
 - COMM 410 - Critical Issues in Communication
 - COMM 428 - Gender and Communication
- Additional Elective - Any ENGL, COMM, FILM, or THEA course, excluding core courses.

Criminal Justice

- Criminal Justice (CJ) 102 - Introduction to Criminal Justice
- Two Criminal Justice courses at the 100- or 200-level
- Criminal Justice Electives - Choose any three 300- and/or 400-level CJ courses
 - Possible substitutions for one CJ elective:
 - Psychology (PSYC) 314 - Psychopathology

Psychology (PSYC) 325 - Forensic Psychology
Psychology (PSYC) 335 - Psychology of Trauma

Criminal Justice Investigation

Biology (BIOL) 130 - Introduction to Forensic Science
Biology (BIOL) 230 - Forensics II
Criminal Justice (CJ) 300-400 - Curricular Elective
Criminal Justice (CJ) 305 - Criminal Investigation
Criminal Justice (CJ) 401 - Criminalistics
Psychology (PSYC) 325 - Forensic Psychology

Environmental Science

Environmental Science (ENVT) 210 - GIS/GPS
Environmental Science (ENVT) 225 - Environmental Policy and Management
Environmental Science (ENVT) 305 - Soils Science
Environmental Science (ENVT) 328 - Hydrology
Physical Science (PHSC) 110 - Global Change
Physical Science (PHSC) 201 - Physical Geology

Forensic Biology

Biology (BIOL) 113 - General Biology I
Biology (BIOL) 114 - General Biology II
Biology (BIOL) 130 - Introduction to Forensic Science
Biology (BIOL) 230 - Forensics II
Biology (BIOL) 445 - Biology Seminar and Research

and:

Biology (BIOL) 320 - Instrumental Analysis
or Biology (BIOL) 330 - Forensic Anthropology

Finance

Accounting (ACCT) 103 - Managerial Accounting
Accounting (ACCT) 108 - Financial Accounting
Accounting (ACCT) 209 - Individual and Business Taxes
Business (BUSN) 306 - Financial Management
Business (BUSN) 340 - Investments
Business (BUSN) 406 - Advanced Financial Management

(Students in a BT curriculum who choose to minor within the division offerings will need at least 6 credits of additional coursework at the 200- or 300-level that are not used in the major curricula.)

Homeland Security

Criminal Justice (CJ) 215 - Introduction to Homeland Security
Criminal Justice (CJ) 301 - Constitutional and Criminal Law
Criminal Justice (CJ) 340 - Terrorism
Environmental Science (ENVT) 210 - GIS/GPS
Environmental Science (ENVT) 211 - GIS Applications, Select Topics
Political Science (POSC) 210 - Introduction to Public Policy

Psychology (PSYC) 335 - Psychology of Trauma

Human Resource Management

Business (BUSN) 330 - Business Ethics

Human Resource Management (HRM) 102 - Introduction to Human Resource Management

Human Resource Management (HRM) 230 - Employment Law

Human Resource Management Electives - Choose any three HRM courses, two of which must be 300-level or higher.

(Students in a Management curriculum who choose to minor within the division offerings will need at least 6 credits of additional coursework at the 200- or 300-level that are not used in the major curricula. These courses will be selected from the minor area.)

Information Technology

Information Technology (IT) 120 - Web Programming I

Information Technology (IT) 125 - Web Programming II

Information Technology (IT) 200 - Intermediate PC Office Applications
or Information Technology (IT) 206 - Database Management Systems II

One additional Information Technology (IT) elective at any level

Two Information Technology (IT) electives at the 300-level or higher.

(Students in a BT curriculum who choose to minor within the division offerings will need at least 6 credits of additional coursework at the 200- or 300-level that are not used in the major curricula.)

Leadership

Leadership (LEAD) 110 – Foundations of Leadership

Business (BUSN) 201 - Principles of Management

Business/Psychology (BUSN/PSYC) 401 - Organizational Behavior

Business/Psychology (BUSN/PSYC) 402 - Supervision and Leadership

Leadership (LEAD) 410 - Dynamics of Leadership Application

Students in the minor must choose one of the following electives:

Leadership (LEAD) 310 - Profiles in Leadership

Sport and Recreation Management (SRM) 313 - Facilitation of Leadership Activities

(Students in a BT curriculum who choose to minor within the division offerings will need at least 6 credits of additional coursework at the 200- or 300-level that are not used in the major curricula.)

Mathematics

One 100-level course to be chosen from:

Mathematics (MATH) 110 - Trigonometry

Mathematics (MATH) 111 - College Mathematics

Mathematics (MATH) 113 - Precalculus

Mathematics (MATH) 205 - Statistics

Mathematics (MATH) 314 - Statistics and Research
Another 300/400-level MATH course
Two additional Mathematics courses (excluding MATH 101 and 102)

Political Science

Political Science (POSC) 101 - American National Government
History (HIST) 101 - The Making of the Modern World
or History (HIST) 109 - United States History I
or History (HIST) 110 - United States History II
Four Electives - Choose from: (Two must be 300-level or higher)
Political Science (POSC) 201 - State and Local Government
Political Science (POSC) 207 - International Relations
Political Science (POSC) 210 - Introduction to Public Policy
Political Science (POSC) 303 - Comparative Government
Political Science (POSC) 301 - Constitutional/Criminal Law
POSC/HIST 302 - Civil Rights in America
CO-OP 295/296/297 - 3 credits in the political sector
Possible substitutions for one elective: ACCT 310 - Governmental Accounting
BUSN 333 - Business Law
CJ 320 - Administration of Justice
ENVT 225 - Environmental Policy and Management
GEOG 101 - Introduction to Geography
GEOG 340 - Cultural Geography

Psychology

Psychology (PSYC) 101 – General Psychology
Psychology (PSYC) 401 – Organizational Behavior
Psychology (PSYC) 402 – Supervision and Leadership
Psychology (PSYC) Electives – 3 from the Psychology discipline at any level

Sociology

Sociology (SOC) 101 - Introduction to Sociology
Choose two of the following:
Anthropology (ANTH) 101 - Introduction to Cultural Anthropology
Sociology (SOC) 204 - Social Problems
Sociology (SOC) 205 - The Family
Choose two of the following:
Geography (GEOG) 340 - Cultural Geography
Sociology (SOC) 301 - Sociology of Diversity
Sociology (SOC) 350 - Social Deviance
Any other Sociology (SOC) or Anthropology (ANTH) course

Sport and Recreation Management

Sport and Recreation Management (SRM) 101 - Introduction to Sport and Recreation Management

or Business (BUSN) 101 - Introduction to Business

or Business (BUSN) 201 - Principles of Management

or Hospitality (HOSP) 103 - Introduction to Hotel and Restaurant Management

or Human Resource Management (HRM) 102 - Introduction to Human Resource

Management

Sport and Recreation Management (SRM) 201 - Program Development and Planning

Sport and Recreation Management (SRM) 202 - Facilities Management

Sport and Recreation Management (SRM) 303 - Legal Issues in Sport

Sport and Recreation Management (SRM) 305 - Sport Marketing

Sport and Recreation Management (SRM) Elective 300-level or higher

(Students in a Management curriculum who choose to minor within the division offerings will need at least 6 credits of additional coursework at the 200- or 300-level that are not used in the major curricula. These courses will be selected from the minor area.)

Theatre

English (ENGL) 222 - Introduction to Dramatic Literature

Theatre (THEA) 104 - Introduction to Theatre

Theatre (THEA) 105 - Acting I: The Basics of Performance

Theatre (THEA) 205 - Acting II: Techniques and Styles

and any two of the following:

English (ENGL) 315B: Special Topics in Creative Writing: Playwriting

Theatre (THEA) 204 - Survey of Technical Theatre

Theatre (THEA) 304 - Directing for the Stage

Course Descriptions

Course Descriptions

The number of lecture, discussion, practicum, and laboratory hours listed for each course in this section of the catalog is the number scheduled each week during the fall and spring semesters. These hours are adjusted accordingly for terms of shorter length, such as summer sessions and the Weekender schedule, to ensure the amount of instruction given to students in any course remains constant regardless of the term in which it is offered. The number of credits for each course is also constant for all terms. Not every course listed in the catalog is offered every year. The terms indicated are those in which a course is usually offered. Some courses entail special services, supplies, or require updating of software for which fees are assessed. These fees vary from course to course and, where applicable, are indicated in the following course descriptions.

Accounting

ACCT 103 Managerial Accounting: Introduces accounting concepts for planning, control, motivation, internal reporting, and evaluation. Demonstrates product cost determination procedures, analysis of cost behavior, budgeting, decision-making and control.

Fall and Spring

3 hours lecture and laboratory

3 credits

ACCT 108 Financial Accounting: Introduces the basic concepts and principles of financial accounting including journal entries, financial statements preparation, notes receivable, inventory methods, depreciation methods, payroll and taxes, organization and operations of a corporation, accounting for capital stock and bonds, and financial data analysis. This course is intended for accounting and business administration majors only.

Fall and Spring

3 hours lecture and 3-hour laboratory

4 credits

ACCT 110 Survey of Accounting: This course is designed as an overview of accounting. Students will review financial statements in the context of an overview of financial condition of business. Students will also learn how accounting impacts all facets of business. This course is not intended for accounting and business administration majors.

Fall and Spring

3 hours lecture and discussion

3 credits

ACCT 201 Intermediate Accounting I: Studies intermediate problems involving

more complex business situations than those found in financial accounting. Students become familiar with principles relating to cash, receivables, inventories, detailed analysis of balance sheet and accounts, analytical processes, and miscellaneous statements. Material covered has a high expectancy of coverage on the CPA/CMA exam. Prerequisites: ACCT 103 and ACCT 108 with grades of “C” or higher.

Fall

3 hours lecture and laboratory

3 credits

ACCT 202 Intermediate Accounting II: Emphasizes problems relating to classification and valuation of tangible and intangible assets and current liabilities; accounting for investment; funds and reserves; and depreciation. Material covered has a high expectancy of coverage on the CPA/CMA exam. Prerequisite: ACCT 201 with a grade of “C” or higher.

Spring

3 hours lecture and laboratory

3 credits

ACCT 205 Cost Accounting: Introduces the student to the manufacturing concern and the problems involved with control over the cost of goods manufactured. Assists management with accumulation and review of past cost to be used in future planning and decision making. Prerequisite: ACCT 103 with grade of “C” or higher.

Spring

3 hours lecture and problem solving

3 credits

ACCT 207 Intermediate Accounting III: Continues the material learned in ACCT 202 with emphasis on annual reports, dilutive securities, pensions and post-retirement benefits, leases, and financial analysis. Material covered has a high expectancy of coverage on the CPA/CMA exam. Prerequisite: ACCT 202 with a grade of “C” or higher.

Fall

3 hours lecture and laboratory

3 credits

ACCT 209 Individual and Business Taxes: Introduces the student to the IRS code, covering the basic 1040 and all the forms essential to its completion in detail. This course also covers the Tax Code as it relates to partnerships and corporations. The course uses basic commercial tax preparation software for preparation of tax returns.

Fall

(\$30 fee)

4 hours lecture and computer presentations

3 credits

ACCT 301 Accounting Information Systems I: Provides an introduction to accounting information systems from an organizational perspective. Concentration will be placed on the cycle of transaction processing utilizing real-world business scenarios with accounting software. Emphasis will be placed on collecting, accumulating, and summarizing data to make information available to managers for

analysis, decision making, forecasting, and business planning.

Fall

3 hours lecture and laboratory

3 credits

ACCT 302 Auditing: Explores the legal and ethical responsibilities of an auditor, the methods and procedures used in gathering evidential material, and the auditor's report. Teaches GAAP, GAAS, and FASB procedures and how to apply them to client audits. Prerequisite: ACCT 202 with a grade of "C" or higher.

Fall

3 hours lecture and discussion

3 credits

ACCT 303 Accounting Information Systems II: Continues the concepts introduced in Accounting Information Systems I and expands the focus with an emphasis on a systems perspective including hardware and software assessment analysis, internal control procedures, systems flowcharting, design methodologies, and security issues. A case study utilizing a business simulation exercise will be used to extend technical and analytical skills pertaining to accounting information systems. Prerequisite: ACCT 301 with a grade of "C" or higher.

Spring

3 hours lecture and laboratory

3 credits

ACCT 304 Accounting Policy and Professional Responsibility: Discusses GAAP process and the functions of the FASB and SEC along with ethical issues facing the profession. Employs case studies as a pedagogical tool. This is an online course.

Spring

3 hours lecture, discussion, and computer presentations

3 credits

ACCT 305 Advanced Cost Accounting: Continues the concepts introduced in Cost Accounting with a concentration of material from real-world cases. Students will be able to use critical thinking skills to develop a plan of action for different types of businesses and employ decision-making techniques. Prerequisite: ACCT 205 with a grade of "C" or better.

Fall

3 hours lecture and laboratory

3 credits

ACCT 401 Advanced Accounting: Serves as a review of all areas covered in the accounting curriculum. Focuses on consolidated financial statements and employs research methods that will be necessary in the field. Senior standing or consent of curriculum coordinator. Fee: \$80 for membership in PICPA and IMA required. Prerequisites: ACCT 207 and ACCT 302 with a grade of "C" or higher.

Fall

(\$80 fee)

3 hours lecture and discussion

3 credits

ACCT 423 Accounting Internship: Emphasizes a work experience with a recognized accounting firm or related accounting experience. Places the student in a work environment where he/she can utilize the classroom knowledge and experience a true working situation. Prerequisite: consultation with curriculum coordinator during junior year. Selection of work experience determined by academic background and interviews.

3-6 credits

ACCT 450 Senior Seminar/Capstone: Designed to provide an opportunity for students to synthesize previous learning and to demonstrate evidence that they have the knowledge required for the major. Portfolio project is completed in this course.

Spring

3 hours lecture and discussion

3 credits

Anthropology

ANTH 101 Introduction to Cultural Anthropology: Explores humans' cultural and social organization including economics, family and kinship, politics, religion and ritual, and the arts. Examines the origins of human culture and the processes of cultural change.

Spring

3 hours lecture and discussion

3 credits

ANTH 212 Peoples and Cultures of Africa: Studies the peoples and cultures of Africa with an emphasis on cultural and social organizations, subsistence patterns, family and kinship, religions and rituals, political and economic organizations, and the arts. Provides a brief overview of African history and geography. Examines the impacts of the transformation from subsistence-based to a modern industrial society. Analyzes Africa's current political and economic role. Prerequisites: ANTH 101 or SOCI 101 or HIST 101 or consent of the instructor.

Fall and Spring - not offered every year

3 hours lecture and discussion

3 credits

ANTH 213 Peoples and Cultures of the Middle East: Studies the diversity of peoples and cultures of the Middle East with an emphasis on cultural and social organizations, subsistence patterns, family and kinship, religions and rituals, political and economic organizations, and the arts. Provides a brief overview of Middle East history and geography. Analyzes the current political and economic situation in the Middle East. Prerequisites: ANTH 101 or SOCI 101 or HIST 101 or consent of the instructor.

Fall and Spring - not offered every year

3 hours lecture and discussion

3 credits

ANTH 214 Peoples and Cultures of the Asia: Studies the diversity of peoples and cultures of Asia with an emphasis on cultural and social organizations, subsistence patterns, family and kinship, religions and rituals, political and economic organizations, and the arts. Provides a brief overview of history and geography of Asia.. Analyzes the current political and economic situation in Asia. Prerequisites: ANTH 101 or SOCI 101 or HIST 101 or consent of the instructor.

Fall and Spring - not offered every year

3 hours lecture and discussion

3 credits

ANTH/BIOL 220 Biological Anthropology: Covers topics on human evolution and modern human variation, focusing on humanity's biological roots and modern appearance. This is a science course based on evolutionary biology. Emphasizes evolutionary theory, genetic and evolutionary mechanisms, polygenic inheritance, selection, mutation, human population genetics, human's place in the animal kingdom, human evolution and modern human diversity.

Spring

3 hours lecture and discussion

3 credits

Art

ART 101 Art History Survey I: Introduces the development of art from prehistoric times to the thirteenth century. Paintings, sculpture, architecture, and the craft arts will be examined in relation to the development of western culture. Outside of class participation at gallery or museum exhibits may be required.

Fall

3 hours lecture and discussion

3 credits

ART 102 Art History Survey II: Introduces the development of art from the Renaissance to present day. Paintings, sculpture, architecture, and the craft arts will be examined with regard to social, political, religious, technological, and aesthetic developments in western society. Outside of class participation at gallery or museum may be required.

Spring

3 hours lecture and discussion

3 credits

ART 103 Color Theory: Focuses on an in-depth study of color principles, concepts, and the visual effects of light on color through observation and creative responses. Exploring the physical, perceptual, symbolic, and psychological aspects of color as it functions in visual art as an expressive and communicative element relating to contemporary and aesthetic issues. Students utilize aqueous media to experience, interpret, and apply color theory in both creative and traditional formats, while expanding color sensitivity and knowledge. Studio problems emphasize seeing

and mixing color, making specific color decisions, and understanding subjective and objective color applications.

Fall

(\$15 fee)

6 hours practicum

3 credits

ART 104 Introduction to Studio Art: Focuses on basic art materials and studio procedure - both two- and three-dimensional. A variety of basic problems in two-dimensional disciplines such as drawing, design, printmaking or photography, and three-dimensional disciplines such as ceramics and other sculptural media. Emphasis on individual creative perception and growth in the understanding of the elements and principles of design as they relate to the art process. (This course is a non-major course.)

Fall/Spring

(\$50 fee)

6 hours practicum

3 credits

ART 105 Drawing and Composition I: Introduces visual perceptions and artistic interpretation. Stresses the fundamentals of line, value, texture, perspective, and the basic elements of composition, utilizing a variety of drawing media.

Fall

(\$75 fee)

6 hours practicum

3 credits

ART 107 Figure Drawing I: Introduces basic anatomy through studies of the skeleton and extensive drawing of the live model. Basic drawing media are employed, with emphasis on perception and technique development.

Spring

(\$150 fee)

6 hours practicum

3 credits

ART 109 Two-Dimensional Design: Presents an exploration of the elements, principles, and materials of two-dimensional design. Investigation of such concepts as unity, variety, balance, and value in various media. Includes an introduction to the techniques and imagery of symbolic communication.

Fall

(\$35 fee)

6 hours practicum

3 credits

ART 110 Three-Dimensional Design: Introduces concepts of three-dimensional design and the basic materials and tools involved. Emphasis on line, plane, mass, structures, and sensitivity to materials. Problems range from the theoretical to the practical.

Spring

(\$75 fee)

6 hours practicum

3 credits

ART 113 Portfolio Preparation: Presents practical information for prospective

transfer students majoring in art. Preparation of art work for portfolio or exhibition.
(Open to art majors only.)

Spring

4 hours lecture

0.5 credits

ART 114 Electronic Media in the Arts: Introduces Microsoft and Macintosh computer operating systems and software applications for word processing, spreadsheet management, raster-based and vector-based imaging, page design and layout, Web site design, animation, and on-screen presentations. Use of the Internet and distance-learning options are introduced. Emphasis is placed on using the computer as a presentation tool.

Spring

(\$100 fee)

6 hours practicum

3 credits

ART 205 Drawing and Composition II: Further exploration of the compositional elements of drawing and the use of spatial systems through more advanced techniques and media. Emphasis on the development of technical skill and creative perception and interpretation. Prerequisite: ART 105 or consent of the instructor.

Fall

(\$75 fee)

6 hours practicum

3 credits

ART 207 Figure Drawing II: Continued study of human anatomy and the further development of technical drawing skills. Emphasis is on drawing the model within the environment. Prerequisite: ART 107 or consent of the instructor.

Spring

(\$150 fee)

6 hours practicum

3 credits

ART 209 Fundamentals of Graphic Design: Introduces the graphic design process and develops skills in visual creativity for solving a variety of typographic and imagery problems. Traditional and digital media methods for producing art for communication are studied and practiced in the context of several graphic design projects. Prerequisite: ART 114 or consent of instructor.

Fall and Spring

(\$100 fee)

6 hours practicum

3 credits

ART 210 Fundamentals of Crafts: Introduces basic information in one of the following media: wood, metal (jewelry option), fiber, or glass. Creative and appropriate design for the medium, the mastery of basic tools and techniques, and basic craftsmanship. (Medium will vary according to student interest and faculty availability.) Prerequisite: ART 215 or consent of the instructor.

Fall and Spring

(\$100 fee)

6 hours practicum

3 credits

ART 215 Fundamentals of Ceramics: Presents the plastic abilities of clay, the techniques of hand-building, throwing, glazing, and firing as related to both traditional and contemporary ceramics.

Fall and Spring

(\$75 fee)

6 hours practicum

3 credits

ART 221 Fundamentals of Photography: Introduces the topics of camera and film use, composition, natural and artificial light sources, film development, enlarging and printing with 35mm black and white materials. Students are also exposed to a diverse range of historically significant photographic work.

Fall and Spring

(\$75 fee)

6 hours practicum

3 credits

ART 223 Field Study in Art History/Global Cultural Studies: The focus for this course is a study tour to a foreign country or countries. Students must participate in preparatory workshops, the tour experience, and post-tour workshops. An in-depth research project is required. Prerequisites: ENGL 101 and consent of instructor.

ART 101/102 recommended but not required. Cost of the trip is additional.

Spring and Summer

3 credits

ART 225 Fundamentals of Sculpture: Introduces the basic concepts of sculpture. Techniques of addition, subtraction, manipulation, and substitution are introduced. Emphasis on personal aesthetics and craftsmanship as it relates to the tools and materials used in moldmaking, carving, metal casting, mixed media, fabrication, and welding.

Fall

(\$100 fee)

6 hours practicum

3 credits

ART 228 Fundamentals of Painting: Explores basic painting materials and surfaces, as well as fundamental painting approaches and techniques. Subjects may include, but are not limited to still life, portraiture, and the human figure. Prerequisite: Art 105 or consent of the instructor.

Fall and Spring

(\$30 fee)

6 hours practicum

3 credits

ART 231 Fundamentals of Printmaking: Presents materials and processes involved in such printmaking techniques as drypoint etching, wood and lino-cut, mixed media, and serigraphy. Emphasis is on understanding of traditional and contemporary approaches to printmaking.

Fall and Spring

(\$80 fee)

6 hours practicum

3 credits

ART 301 Modern and Postmodern Art: Concentrates on developments in art from the late 1800's to the present, with an emphasis on recent trends and aesthetic issues. Outside of class participation at gallery or museum exhibits may be required.

Fall and Spring

3 hours lecture and discussion

3 credits

ART 305 Experiencing the Arts: Presents a multi-disciplinary introduction to the arts concentrating on individual expressions of visual art, music, dance, and drama. Students will study the methods and goals of these areas of human creativity, engage in a variety of expressive activities, analyze various art forms, and evaluate the role of arts in the classroom curriculum. (This course is a non-major course.)

Fall and Spring/Weekender

(\$100 fee)

3 hours lecture/discussion and practicum

3 credits

ART 309 Graphic Design II: Explores a variety of projects common to the field of design. Emphasizes the integration of conceptual and technical skills for producing sophisticated solutions for the public display of imagery for communication. Prerequisite: ART 209 or consent of instructor.

Fall and Spring

(\$100 fee)

6 hours practicum

3 credits

ART 315 Ceramics II: Focuses on the development of advanced skills in one or more methods. Emphasis in clay structure and formulation, construction, glazing, and firing. Individual design and exploration of contemporary ceramic issues is emphasized. Prerequisite: ART 215 or consent of the instructor.

Spring

(\$75 fee)

6 hours practicum

3 credits

ART 330 Special Topics in Art: Focuses on the study of a specific art form and presents processes and techniques specific to that form. Students complete a variety of projects designed related to the topic. Topics will vary, and may include costume design, digital media, book making, glass, and the like. Prerequisite: sophomore level or above or consent of instructor.

Spring

(\$75 fee)

6 hours practicum

3 credits

ART 321 Photography II: Emphasizes continued development of conceptual and technical skills relative to black and white photography. In addition to 35mm, students work with medium format and 4x5 cameras, studio lighting, and a range of alternative photographic approaches. Photographers and photographic work will be discussed within a historical and cultural context. Prerequisite: ART 221 or consent of the instructor.

Spring

(\$75 fee)

6 hours practicum

3 credits

ART 325 Sculpture II: Explores modeling along with continued studio exploration with emphasis placed on the integration of conceptual and technical skills to further the student's exploration of a personal aesthetic. Students should begin to focus on one of the following media, modeling, carving, fabrication, welding, glass and mixed media. Prerequisite: ART 225 or consent of instructor.

Fall and Spring

(\$100 fee)

6 hours practicum

3 credits

ART 328 Painting II: Explores intermediate painting methods, technical issues, and aesthetic concerns. Both traditional and modern approaches to painting will be studied through working from a variety of subjects. Prerequisite: ART 228 or consent of the instructor.

Spring

(\$100 fee)

6 hours practicum

3 credits

ART 331 Printmaking II: Focuses on broader in-depth study of specific materials, techniques, problems, concepts, and processes related to contemporary and traditional printmaking approaches and issues. Individual growth, knowledge, and development as an increased technical proficiency in printmaking skills are emphasized. Prerequisite: ART 231.

Spring

(\$85 fee)

6 hours practicum

3 credits

ART 340 Color Photography: Explores the concepts and techniques of color photography. Students work with a range of color materials, with the emphasis on creating fine color prints from negatives. Photographers and their work will be covered with historical and cultural context. Prerequisite: ART 221 or the consent of the instructor.

Spring

(\$100 fee)

6 hours practicum

3 credits

ART 385 Art Therapy: Presents a didactic and experiential introduction to Art Therapy as a discipline and profession. Course includes lecture, role play, and engagement in art therapy materials and methods.

Spring

(\$35 fee)

3 hours lecture/practicum

3 credits

ART 409 Advanced Graphic Design/Senior Seminar: Develops advanced skills in each student have chosen graphic design discipline. Students work closely with their instructor to determine deficiencies in their graphic design portfolio, to identify methods of improving their portfolio, and to develop projects suitable for each student's employment search in the profession. Studies design: history, philosophy,

copyright, and ethics. Prerequisite: ART 309 or consent of instructor.

Spring

(\$200 fee)

12 hours lecture/practicum/discussion

6 credits

ART 409A Advanced Graphic Design/Senior Seminar: Develops advanced skills in each student have chosen graphic design discipline. Students work closely with their instructor to determine deficiencies in their graphic design portfolio, to identify methods of improving their portfolio, and to develop projects suitable for each student's employment search in the profession. Studies the history of design and the student's philosophy of design. Prerequisite: ART 309 or consent of instructor.

Fall

(\$100 fee)

6 hours lecture/practicum/discussion

3 credits

ART 409B Advanced Graphic Design/Senior Seminar: Continues the development of advanced skills in each student's chosen graphic design discipline. Students work closely with their instructor to determine deficiencies in their graphic design portfolio, to identify methods of improving their portfolio, and to develop projects suitable for each student's employment search in the profession. Studies copyright and other ethical issues in design. Prerequisite: ART 409A or consent of instructor.

Spring

(\$100 fee)

6 hours lecture/practicum/discussion

3 credits

ART 415 Advanced Ceramics/Senior Seminar: This advanced ceramic course is designed to begin an in-depth exploration of personal aesthetics as it relates to the ceramic arts. Considerations regarding construction methods including throwing, hand building and mold making will be explored. Study of glaze formulation and kiln operations are an integral part of this class. Intermediate and presentations shall include research, visual process documentation, and visual presentation culminating with a senior exhibition.

Spring

(\$180 fee)

12 hours lecture/practicum/discussion

6 credits

ART 415A Advanced Ceramics/Senior Seminar: This advanced ceramic course is designed to begin an in-depth exploration of personal aesthetics as it relates to the ceramic arts. Considerations regarding construction methods including throwing, hand building and mold making will be explored. Study of glaze formulation and kiln operations are an integral part of this class. Intermediate and final presentations shall include research, visual process documentation, and visual presentation working toward a senior exhibition.

Fall

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 415B Advanced Ceramics/Senior Seminar: This advanced ceramic course is designed to be a continuation of 415A as an in-depth exploration of personal aesthetics as it relates to the ceramic arts. Considerations regarding construction methods including throwing, hand building and mold making will be explored. Study of glaze formulation and kiln operations are an integral part of this class. Intermediate and final presentations shall include research, visual process documentation, and visual presentation culminating with a senior exhibition.

Spring

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 421 Advanced Photography/Senior Seminar: Emphasizes the development of the individual student's personal direction and the preparation of a comprehensive body of work concluding with a senior exhibition. Prerequisite: ART 321 or consent of instructor.

Spring

(\$200 fee)

12 hours lecture/practicum/discussion

6 credits

ART 421A Advanced Photography/Senior Seminar: Emphasizes the development of the individual student's personal direction and the beginning preparation of a comprehensive body of work leading to a senior exhibition. Prerequisite: ART 321 or consent of instructor.

Fall

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 421B Advanced Photography/Senior Seminar: Emphasizes the development of the individual student's personal direction and the preparation of a comprehensive body of work started in 421A concluding with a senior exhibition. Prerequisite: ART 321 or consent of instructor.

Spring

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 425 Advanced Sculpture/Senior Seminar: Develops advanced skills in each student's individual chosen sculptural media and personal aesthetic. Students work closely with their instructor to determine and refine their individual direction, to identify methods of improving their skills, and to develop projects for their senior exhibition. Students will explore sculptural issues including history, philosophy, legal, and ethics. Prerequisite: ART 325 or consent of instructor.

Spring

(\$200 fee)

12 hours lecture/practicum/discussion

6 credits

ART 425A Advanced Sculpture/Senior Seminar: Begins to develop advanced skills in each student's individual chosen sculptural media and personal aesthetic. Students

work closely with their instructor to determine their individual direction, to begin to identify methods of improving their skills, and to begin to develop projects suitable for each student's senior exhibition. Students will explore sculptural issues including history, philosophy, legal, and ethics. Prerequisite: ART 325 or consent of instructor.

Fall

(\$100 fee)

6 hours lecture/practicum/discussion

3 credits

ART 425B Advanced Sculpture/Senior Seminar: Continues the development of advanced skills in each student's chosen medium and personal aesthetic. Students will continue to work closely with their instructor to refine and complete projects suitable for each student's senior exhibition. Students will present a body of work based upon their personal point of view. Prerequisite: ART 425A or consent of instructor.

Spring

(\$100 fee)

6 hours lecture/practicum/discussion

3 credits

ART 428 Advanced Painting/Senior Seminar: Explores advanced painting methods, technical issues, and aesthetic concerns. Emphasis will be placed on developing a personal approach to painting concluding with a senior exhibition. Prerequisite: ART 328 or consent of instructor.

Spring

(\$180 fee)

12 hours lecture/practicum/discussion

6 credits

ART 428A Advanced Painting/Senior Seminar: Explores advanced painting methods, technical issues, and aesthetic concerns. Emphasis will be placed beginning to developing a personal approach to painting leading to a senior exhibition. Prerequisite: ART 328 or consent of instructor.

Fall

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 428B Advanced Painting/Senior Seminar: Explores advanced painting methods, technical issues, and aesthetic concerns. Emphasis will be placed on further developing a personal approach to painting started in 428A concluding with a senior exhibition. Prerequisite: ART 328 or consent of instructor.

Spring

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 431 Advanced Printmaking/Senior Seminar: Continuation of 300-level elements of printmaking examining more complex printmaking skills, issues, and approaches. Increased focus is on expanding individual, intellectual, and artistic knowledge, techniques, and concepts. Students are encouraged to create a professional portfolio of prints concluding with a senior exhibition. Prerequisite: Art 331 or consent of the instructor.

Spring

(\$180 fee)

12 hours lecture/ practicum/discussion

6 credits

ART 431A Advanced Printmaking/Senior Seminar: Continuation of 300-level elements of printmaking examining more complex printmaking skills, issues, and approaches. Increased focus is on expanding individual, intellectual, and artistic sensibility through creative application and integration of advanced printmaking knowledge, techniques, and concepts. Students are encouraged to create a professional portfolio of prints in preparation for a senior exhibit. Prerequisite: ART 331 or consent of the instructor.

Fall

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 431B Advanced Printmaking/Senior Seminar: Continuation of Advanced Printmaking/Senior Seminar A projects and portfolios. Students will continue projects begun in Art 431A, and add new related pieces to their portfolios. In the process, they will refine techniques used, and hone their individual, creative, intellectual, and artistic growth concluding with a senior exhibition. Prerequisite: Art 431A or consent of the instructor.

Spring

(\$90 fee)

6 hours lecture/practicum/discussion

3 credits

ART 433 Professional Practices: Focuses on the practices of professional artists/art educators in establishing and maintaining their careers. Basic legal issues, ethical dilemmas, business practices and responsibilities, publicity, exhibition arrangements and installation, tax filing, professional organizations, and funding opportunities will be covered. Outside assignments and participation in a group exhibition are required. Prerequisites: Senior standing and art majors only.

Spring

(\$20 fee)

3 hours lecture and discussion

3 credits

ART 485 Art Therapy Fieldwork: Supervised art therapy fieldwork experience in an area relevant to the student's interest. This will happen in a variety of therapeutic settings. Prerequisite: ART 385.

Spring

4 hours fieldwork and 1 hour classroom supervision

3 credits

Biology

BIOL 101 Newsworthy Topics in Biology: Focuses on the scientific method, cell biology, genetics, evolution, and biotechnology. Provides the background to become a knowledgeable, literate, and active participant in an increasingly technological society. Focuses on ethical considerations of modern biological issues. For the non-science major; not open to students who have passed BIOL 113 or BIOL 105.

Fall, Spring, and Summer (\$100 fee)
3 hours lecture and discussion, 2-hour laboratory 4 credits

BIOL 102 Human Health Issues: Focuses on human anatomy, physiology, diseases, and personal health care maintenance. Provides the background necessary to become an active consumer of contemporary health care. For the non-science major; not open to students who have passed BIOL 113, BIOL 105, or BIOL 106. Dissection required.

Fall, Spring, and Summer (\$100 fee)
3 hours lecture and discussion, 2-hour laboratory 4 credits

BIOL 105 Human Anatomy and Physiology I: Utilizes a systems approach to study the anatomy and physiology of the human body. Integrates structure and function at all levels of organization. Studies the integumentary, circulatory, skeletal, muscular, and nervous systems. Focuses on the coordination of the organs within each system and the close relationship of the systems. Prerequisites: C or better in high school biology and high school chemistry. This is the first of a two-semester sequence designed for students preparing for careers in health-related professions. It assumes no prior knowledge of the human body. Dissection required.

Fall and Summer (\$100 fee)
3 hours lecture and discussion, 3-hour laboratory 4 credits

BIOL 106 Human Anatomy and Physiology II: Continues the study of the digestive, respiratory, endocrine, excretory, and reproductive systems; coordination of the organs within each system; and the close relationship of the systems. Prerequisite: C or better in BIOL 105 or consent of the instructor. Dissection required.

Spring and Summer (\$100 fee)
3 hours lecture and discussion, 3-hour laboratory 4 credits

BIOL 108/109 Introduction to Field Biology: Introduces principles and techniques of field biology stressing selected groups of the North American flora and fauna. Provides a field-oriented experience with concentrated study of species identification, natural history, ecology and conservation. The topic for this course changes each semester. Offerings have included birds, bird banding, mammals, reptiles and amphibians, fish and fishery biology, insects, fall wildflowers, lake ecology, maple sugaring, forest stewardship, Project WET, biology of invasive species, water quality monitoring, and horticulture. Consult current course offerings for each semester's topic. Note: Students should be prepared to experience the outdoor environment under all weather conditions.

Fall and Spring (\$50 fee)
Field practicum, lecture, discussion, and laboratory 1-4 credits

BIOL 109C Horticulture: Under the direction of a certified landscape architect, students learn to identify more than 100 species and varieties of plants commonly used in landscaping and as ornamentals. Scientific names and critical characters of

identification are stressed.

3 hours lecture and discussion

(\$50 fee)

3 credits

BIOL 110 Newsworthy Topics in Biology: (Offered in the Weekender program only) Focuses on the scientific method, cell biology, genetics, evolution, and biotechnology. Provides the background to become a knowledgeable, literate, and active participant in an increasingly technological society. Focuses on ethical considerations of modern biological issues. For the non-science major; not open to students who have passed BIOL 101, 113, or 105.

3 hours lecture and discussion, 2-hour laboratory

(\$100 fee)

3 credits

BIOL 111 Human Health Issues: (Offered in the Weekender program only.)

Focuses on human anatomy, physiology, diseases, and personal health care maintenance. Provides the background necessary to become an active consumer of contemporary health care. For the non-science major; not open to students who have passed BIOL 113, 105 or 106. Dissection required.

3 hours lecture and discussion, 2-hour laboratory

(\$100 fee)

3 credits

BIOL 112 Environmental Science: Studies human interactions with the environment. Focuses on ecological principles of ecosystem structure, population of dynamics of humans and other organisms. Considers sources and supplies of biological, food, soil, mineral and energy resources, as well as methods of mitigating the effects of their use and exploitation. The philosophy of sustainable development will underlay the course, as will the role of the individual in the decision-making process.

Spring and Summer

(\$100 fee)

2 hours lecture and discussion, 2-hour laboratory

3 credits

BIOL 113 General Biology I: Introduces science majors to topics such as the nature of science, basic chemistry, the origin of life, cell structure and function, reproduction, genetics, population, evolution, energy relationships, and the diversity of animals. Dissection required.

Fall, Spring and Summer

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

BIOL 114 General Biology II: Introduces science majors to the structure, function, and diversity of plants, including algae and fungi. Studies morphology, anatomy, physiology, economic botany, taxonomy, and ecology. Prerequisite: BIOL 113 or consent of the instructor. Dissection required.

Spring

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

BIOL 115 Medical Terminology: Studies the technical and specialized anatomical,

surgical, pharmaceutical, and common medical phrases.

Fall and Spring

2 hours lecture and discussion

2 credits

BIOL 130 Introduction to Forensic Science: Designed for forensic science/biology majors as well as criminal justice majors. Studies the scientific and investigative techniques of the discipline. Examines the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly biological, chemical, and physical evidence in various phases of the investigation and trial of criminal actions. Topics include anthropology, serology, blood splatter, fingerprints, hair and fiber, and crime scene.

Fall and Spring

(\$100 fee)

3 hours lecture, discussion and class activities, 3-hour laboratory

4 credits

BIOL 200 Biological Dimensions of Human Sexuality: Emphasizes sex as a biological phenomenon. Considers important questions such as: What is sex? When did sex evolve? Why sex? Studies the history of sex and sex in nature. Serves as a source of information regarding what can be expected from the human body and modern day issues concerning sexuality. Emphasizes human anatomy and physiology, human population, conception, pregnancy, birth, STDs, and AIDS.

Fall and Spring

(\$40 fee)

3 hours lecture and discussion

3 credits

BIOL 210 Nutrition: Studies the structural and functional relationships between biological molecules and human health. Studies the nutrients essential to human life and well-being will be undertaken. Studies nutrients relative to their function in metabolism, sources in food, and relationship to health.

Fall and Spring

3 hours lecture and discussion

(\$50 fee)

3 credits

BIOL 211 Microbiology: Examines the importance and impact of microorganisms on the modern world with an emphasis on bacteria and viruses. Techniques for identifying microbes will be explored through hands-on experimentation with various microorganisms. Students will achieve an understanding of the vast numbers of microbes that are encountered in everyday life and how those microbes affect that everyday life. Prerequisites: C or better in BIOL 113 and one semester of chemistry.

Spring

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

BIOL 214 Introductory Ecology: Studies the natural assemblage of plants and animals. Emphasizes integration of organisms in the environment and the interactions of both plant and animal populations. Studies ecosystem structure, predation, competition, temperature, water, and energetic relationships; food webs,

succession, and conservation biology. Laboratory focuses on field techniques, data analysis, and writing in acceptable scientific style. Prerequisites: BIOL 113 and 114 or consent of the instructor.

Fall

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

BIOL 215 Genetics: Emphasizes genetic and evolutionary mechanisms, gene interaction, polygenic inheritance, selection, mutation, human diversity, human mating systems, management of the human gene pool, the direction of present and future research. Prerequisite: BIOL 101 or 102 or 113 or consent of the instructor.

Fall

3 hours lecture and discussion

3 credits

BIOL/ANTH 220 Biological Anthropology: Covers topics on human evolution and modern human variation, focusing on humanity's biological roots and modern appearance. This is a science course based on evolutionary biology. Emphasizes evolutionary theory, genetic and evolutionary mechanisms, polygenic inheritance, selection, mutation, human population genetics, human's place in the animal kingdom, human evolution and modern human diversity.

Spring

3 hours lecture and discussion

3 credits

BIOL 230 Introduction to Forensic Science II: Designed for forensic science/biology majors as well a criminal justice majors. Studies the scientific and investigative techniques of the discipline. Examines the position of the expert scientific witness in law, followed by a review of the uses of scientific, and particularly biological, chemical, and physical sciences in various phases of the investigation and trial of criminal actions. Topics include forensics DNA analysis, toxicology, soils, tools and tool marks, ballistics, footwear and tire impressions, archaeology, miscellaneous trace evidence, questioned documents, computer crime, arson, and accident reconstruction. Prerequisites: BIOL 130 or permission.

Fall and Spring

3 hours lecture and discussion, 3-hour laboratory

(\$100 fee)

4 credits

BIOL 240 Bioethics: Theories and concepts of ethics are introduced. Case Studies, class discussion, and lecture will be used to evaluate and analyze ethical problems and issues from various perspectives pertaining to the biological sciences. Students will be able to support ethical decisions with logical arguments. Pre-Requisites: ENGL 101 and ENGL 102, BIOL 113 or CHEM 105 or PHYS 200.

BIOL 310 Cell Biology: Studies the structure and function of a cell and its subcellular organelles. Focuses on biological macromolecules, enzyme, biomembranes, biological transport, bioenergetics, DNA replication, protein synthesis and secretion, motility, and cancer. Cell biology experiments and

interactive computer simulation exercises are conducted in the laboratory.

Prerequisites: BIOL 113 and BIOL 114.

Fall

3 hours lecture and discussion, 3 hours laboratory (\$100 fee) 4 credits

BIOL 315 Wetland and Riparian Ecology: Focuses on major concepts in wetland ecology including wetland definitions, identification of habitat types, and wetlands functions and values. Discusses wetland classification systems; state and federal jurisdiction and policies; and regulatory issues in wetland conservation, protection, and management. Studies wetland delineation and various assessment techniques. Includes field trips to on- and off-campus sites. Prerequisite: BIOL 214. Relevant Field Biology courses such as Wildflower Identification are recommended.

Fall

(\$100 fee)

3 hours lecture and discussion 3 credits

BIOL 320 Instrumental Analysis: Studies theoretical and experimental approach to spectrophotometry, including ultraviolet, visible, and infrared absorption in molecules, emission spectroscopy, nuclear magnetic resonance, mass spectrometry and gas-liquid and high-performance chromatography. Prerequisites: CHEM 105 and CHEM 106.

(\$150 fee)

Fall and Spring

3 hours lecture, discussion, and hands-on assignments, 3 hours laboratory 4 credits

BIOL 325 Biochemistry: Studies the major classes of biological molecules: carbohydrates, lipids, amino acids, proteins, nucleic acids. Structure and function of biological molecules. Introduces energetics, glycolysis, and the citric acid cycle. Prerequisite/Corequisite: CHEM 203, CHEM 204, or CHEM 110 (non majors).

Fall

3 hours lecture and discussion 3 credits

BIOL 328 Limnology: Investigates lakes, reservoirs, ponds, and streams as dynamic systems. Considers the physical, chemical, geological, and biological components of aquatic ecosystems. Emphasizes quantitative sampling and analytical techniques. Prerequisites: BIOL 214 and CHEM 105; CHEM 215 is recommended.

Fall

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory 4 credits

BIOL 330 Forensic Anthropology: Enables students to identify human skeletal material and apply this knowledge to gather information obtainable from such remains: including age, sex, ancestry and stature. Students will also learn and apply methods for determining manner of death, time since death, and recovery of human skeletal remains for law enforcement purposes.

Spring

(\$100 fee)

3 hours lecture and discussion, 3 hour laboratory 4 credits

BIOL 335 Wildlife and Fisheries Biology: This course is designed to provide a foundation of understanding in wildlife and fisheries science for undergraduates in natural science disciplines. We assume you have a solid background in basic biology and ecology and some exposure to analytical methods. A strong interest in learning how and why humans affect wildlife is essential. Laboratory sessions will stress field techniques of sampling, handling, identifying, and monitoring wildlife and fish specimens and populations. Prerequisite: BIOL 214.

Fall (not offered every year)

(\$100 fee)

3 hours lecture and discussion, 3 hour laboratory

4 credits

BIOL 355 Immunology: This course is designed for upper division Biology and Forensic Biology majors. The course covers the study of the basic principles of Immunology, focusing on the immune system and how this system protects the body from infectious agents. Considerable time will be spent examining the key cellular components of the immune system studying both their unique structure and the chemistry related to their function.

Fall

3 credits

BIOL 445 Seminar and Research: Examines current topics of interest. Each student will prepare and present a seminar each semester based on a research area of interest.

Fall

(\$50 fee)

3 credits

BIOL 450 Capstone Research Project: Provides a research project under the direction of a faculty member. Research hours will be determined based on agreement between student and faculty mentor. A presentation of the research project will be made to the campus community in the form of a written and/or oral presentation of findings.

Spring

(\$50 fee)

3 credits

Business

BUSN 101 Introduction to Business: Surveys a broad range of business concepts, provides basic knowledge needed in subsequent business courses, and helps students to see the role of business in society. Examines top- and first-line management decisions in large and small business environments.

Fall and Spring

3 hours lecture and discussion

3 credits

BUSN 201 Principles of Management: Studies the basic principles underlying the management of institutions. Acquaints students with the importance of coordinating individual and group behavior by planning, organizing, activating, and controlling the various activities necessary for the effective operation of the enterprise. Prior study of

BUSN 101 or HOSP 103 is recommended.

Fall and Spring

3 hours lecture and discussion

3 credits

BUSN 202 Marketing: Studies the fundamental principles of mass distribution in relation to the producer, the middleman, and the consumer. Covers modern methods, product-promotion process, research and development, personnel and organizations, and channels and facilities. Prior study of BUSN 101 or HOSP 103 is recommended.

Fall (not offered every year)

3 hours lecture and discussion

3 credits

BUSN 210 Current Topics in Business Seminar: Provides students with advanced knowledge of current business issues in order to gain valuable insight into current trends in industry. This seminar will utilize business faculty, community leaders, and possibly government elected officials to share their experiences with leadership, business, and the external environment.

Fall/Spring

1 hour lecture and discussion

1 credit

BUSN 212 Written Communication: Reviews behavioral and motivational theories as they relate to various forms of business communication. Students will learn to incorporate the techniques of writing effective personal and business letters through the use of courtesy, clarity, conciseness, concreteness, completeness, and correctness.

Fall and Spring

3 hours lecture and discussion

3 credits

BUSN 215 Advertising: Studies and researches the fundamental principles of successful advertising from the viewpoint of advertiser and consumer. Students will understand the complexity of human communication and consumer behavior. Prior study of BUSN 101 or HOSP 103 is recommended.

Spring (not offered every year)

3 hours lecture and discussion

3 credits

BUSN 216 Retail Management: Studies various phases of retailing: types of institutions, store layout, fixtures and equipment, merchandise buying, receiving, checking, marking and pricing, customer services, and sales promotion. Prior study of BUSN 101 or HOSP 103 is recommended.

Fall (not offered every year)

3 hours lecture and discussion

3 credits

BUSN 220 Sales: Studies the basic principles of selling and their practical applications, including the sales process and customer relations. Requires each

student to make a sales presentation in class. Prior study of BUSN 101 or HOSP 103 is recommended.

Spring (not offered every year)

3 hours lecture and discussion

3 credits

BUSN 251 Bridge Experience in Business: Requires students to assimilate and integrate material from all of their major courses. Focuses on providing students opportunities for synthesis and application of the knowledge learned in previous courses through project and presentation. Open only to second-year students.

Spring

2 hours lecture and discussion

2 credits

BUSN 302 Personal Finance: Provides students with basic knowledge of financial decision-making from the personal viewpoint of the employee. Introduces major financial concepts such as time value of money, various types of insurance, investment options and risks, retirement planning, and the impact of taxes. Helps HRM majors prepare to assist employees in financial decisions in the workplace. Helps prepare all students to make financial life decisions. Prerequisite: MATH 101 or consent of the instructor.

Fall or Spring

3 hours lecture and discussion

3 credits

BUSN 306 Financial Management: Provides the student with the basic knowledge of finance decision-making from the business viewpoint. Introduces decisionmaking in relation to controlling the financial structure, the flow of funds, and asset management of a business. Prerequisite: ACCT 103.

Spring

3 hours lecture and discussion

3 credits

BUSN 320 Sales and Relationship Building: This course fuses relationship marketing with leadership and sales management reflecting the overwhelming majority of opinions expressed through market research. The course focuses on building relationships with customers through relationship selling as well as studying ethical and legal issues in this area.

Fall or Spring

3 hours lecture

3 credits

BUSN 325 E-Marketing: Provides students who desire to gain knowledge of web based e-commerce. This course is designed for the needs of managers, entrepreneurs, and professionals who want to begin a web business and desire basic knowledge of the internet marketing. Individual development of a business and

marketing plan will be emphasized for a new web based business.

Fall or Spring

3 hours lecture, discussion, and computer based instruction

3 credits

BUSN 330 Business Ethics: Examines and applies the theories and concepts of ethics. Analyzes and evaluates ethical problems and issues confronting organizations and businesses through case studies.

Fall and Spring

3 hours lecture and discussion

3 credits

BUSN 333 Business/Civil Law: Provides a foundation for managers to operate within the legal environment in which all businesses in our society function. Provides an overview of law and our legal system, the lawmaking and adjudicatory processes, and the roles of economic, social, and political forces in the shaping of constraining legal rules and regulations. Exposes the student to the law in regards to profit and non-profit organizations including torts, contracts, property transfer, and negligence.

Fall

3 hours lecture and discussion

3 credits

BUSN 340 Investments: Studies practices and principles in capital accumulation. Provides critical analysis of various types of investments, sources of information, investment strategies, and corporate profitability. Prerequisites: ACCT 103, sophomore standing, or consent from the instructor.

Fall or Spring

3 hours lecture and discussion

3 credits

BUSN/PSYC 401 Organizational Behavior: Examines the application of psychological theory and research to the study of industrial, business, profit and nonprofit services, and governmental organizations. Emphasizes the interaction of individual perceptions, group dynamics, and organizational climates. Identifies strategies to maximize the satisfaction and effectiveness of each component within and between complex organizations. Prerequisite: PSYC 101.

Fall

3 hours lecture and discussion

3 credits

BUSN/PSYC 402 Supervision and Leadership: Examines current supervisory and leadership perspectives and practices as they relate to the knowledge and skills needed within contemporary organizations. Illustrates the complexities of guiding and leading a workforce in today's global society through the exploration of theoretical models and real-life experiences. Integrates student knowledge about organizations and organizational behavior with day-to-day practice of supervision

and leadership, with an emphasis on proactive supervision. Prerequisite: BUSN/PSYC 401.

Spring

3 hours lecture and discussion

3 credits

BUSN 406 Advanced Financial Management: Takes the student through such topics as risk management, strategic management, and international management where they will utilize in-depth studies to sharpen their analytical skills and develop coherent and comprehensive plans.

Spring

3 hours lecture and computer-based learning

3 credits

BUSN 410 Business Research Methods: Provides the students with the foundation knowledge and skills necessary to conduct research in business settings. This course is an essential preparation for the demanding research task that students may encounter in industry but will definitely encounter in any advanced studies. This course provides the foundations for making decisions based upon both soft (qualitative) and hard (quantitative) data. Prerequisite: MATH 205

Fall/Spring

3 hours discussion

3 credits

BUSN 415 Marketing Research Methods: Provides the students with a comprehensive overview of the field of marketing research emphasizing an applied approach with applications that give students an understanding of the scope of marketing research. Computers will be utilized to analyze research data sets. The focus of this course will be both qualitative and quantitative. Prerequisite: MATH 205

Fall/Spring

3 hours discussion and computer instruction

3 credits

BUSN 420 Strategic Business Management: Provides students with the foundation necessary to understand strategic business management and direction setting in the global economy. This course requires business students to assimilate, integrate, and utilize material from previous business courses to make sound decisions through the extensive use of case studies and discussion.

Fall/Spring

3 hours lecture and discussion

3 credits

BUSN 423 Internship: Provides a supervised period of practical work experience integrated into the academic program. As a junior-level course, students will be expected to have appropriate responsibilities and/or additional academic assignments. Site and job description must be approved by students' advisers.

40 hours practicum required per credit

1-9 credits

BUSN 425 Consumer Behavior: Provides the students with the basic knowledge

of why consumers behave and consume products the way that they do. The course examines the psychological, ethical, and management implications of consumer behavior. Considers global and technology issues and trends in consumer behavior as well as studying the consumer decision process.

Fall/Spring

3 hours lecture and discussion

3 credits

BUSN 430 Strategic Marketing: Provides the students with the knowledge necessary to view marketing as a strategic tool. Strategic marketing provides study in the field of marketing that focuses on developing an understanding of marketing as the process of planning and execution of the concept, pricing, communication, and distribution of ideas, goods, and services. Prerequisite: BUSN 251

Spring

3 hours lecture

3 credits

BUSN 450 Business Policy Capstone: Provides a senior seminar that uses independent study to synthesize business theory and practice through the use of simulations, and case studies stress decision making. Portfolio is completed. Prerequisite: BUSN 251 and 420 (or associate degree), and senior status.

Spring

3 hours lecture, discussion and computer based learning

3 credits

Chemistry

CHEM 105 General Chemistry I: Discusses basic principles of inorganic chemistry including the scientific method, atomic structure, chemical bonding, periodic table, solutions, pH, and energy changes. Provides a sound foundation for future study in the different disciplines of chemistry: organic, inorganic, or biochemistry. Prerequisite: one year high school algebra or MATH 101.

Fall, Spring, and Summer

(\$150 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

CHEM 106 General Chemistry II: Studies ionization, chemical kinetics, thermodynamics, equilibrium, hydrolysis, volumetric analysis, and qualitative and quantitative analysis. Prerequisites: one year high school algebra or MATH 101, and CHEM 105 with a grade of "C" or better, or consent of the instructor.

Spring

(\$150 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

CHEM 110 General Organic Chemistry: Discusses organic reactions that deal primarily with metabolism. Studies aliphatic and aromatic hydrocarbons, alcohols and their derivatives, lipids, carbohydrates, proteins, and enzymes. Prerequisite:

CHEM 105 with a grade of “C” or better, or consent of the instructor.

Spring (\$150 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

CHEM 203 Organic Chemistry I: Introduces the compounds of carbon, including nomenclature, reactions, and basic theoretical concepts of molecules from a standpoint of electronic structures and energies. Prerequisite: CHEM 106 with a grade of “C” or better, or consent of the instructor.

Fall (\$150 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

CHEM 204 Organic Chemistry II: A continuation of CHEM 203. Studies polyfunctional and heterocyclic compounds, stereochemistry, and structure proofs. Laboratory emphasis is on preparations of compounds and analytical and qualitative analysis, including work with gas chromatography, infrared and thin layer chromatography studies. Prerequisite: CHEM 203 with a grade of “C” or better, or consent of the instructor.

Spring (\$150 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

CHEM 215 Environmental Chemistry: Studies the chemistry of the atmosphere, soils, and natural waters and chemical aspects of problems that humans have created in the natural environment. Includes an environmental chemistry laboratory that introduces field and laboratory techniques for sample collection, instrumentation, chemical analysis, and data analysis in environmental chemistry. Prerequisites: CHEM 105 and CHEM 106.

Fall (\$150 fee)

3 hours lecture, 3-hour laboratory

4 credits

Communications

COMM 104 Interpersonal Communication: Provides an introduction to the principles of interpersonal communication including communication theory, the perception process, the concept of self, listening skills, cultural diversity, verbal communication, gender differences, nonverbal communication, emotional intelligence, aggressiveness vs. assertiveness, and managing conflict, and explores friendship, family, and work relationships. The coursework is designed to increase the student’s ability to understand and improve her/his communication effectiveness within interpersonal relationships.

Fall and Spring

3 hours lecture and discussion

3 credits

COMM 105 Mass Communication: Explores books, newspapers, magazines,

radio, recordings, television, films, and the Internet from several perspectives including historical and technological. Analyzes advertising, prominent social issues, and global media and the marketplace. The coursework is designed to increase the student's ability to be a critical consumer of mass communication and to become aware of the influence of mass communication in her/his daily life. Prerequisite: ENGL 101; enrollment preference given to communications majors.

Spring

3 hours lecture and discussion

3 credits

COMM 107 Speech Communication: Introduces students to the concepts and basic techniques of public speaking. Students select topics, research and organize information, prepare visual aids, rehearse, and deliver at least four speeches, including introduction, demonstration, information, and persuasion speeches. Students are expected to master techniques of speech preparation as well as vocal and physical delivery.

Fall and Spring

3 hours lecture, discussion, and public speaking

3 credits

COMM 207 Professional Speech: Expands on concepts taught in COMM 107. Students prepare a variety of speeches, including career-related topics, research topics, and inspirational topics, and learn to set up and use a variety of audio and visual equipment, such as TV/VCR and computer presentation equipment. Students also prepare a portfolio of their work that will be presented to a faculty panel for evaluation. Students are strongly encouraged to complete this course during their sophomore year as it serves as a major consideration for acceptance into the Communication Arts and Humanities Professional Studies Bachelor of Arts degree program. Prerequisite: COMM 107.

Spring

3 hours lecture, discussion, and presentation

3 credits

COMM 220 Public Relations: Explores the role and function of public relations in an industrialized society. The historical evolution of public relations, career opportunities in the field, and professional/ethical/legal responsibilities are also examined. Public relations activity in firms, social agencies, trade organizations, government, education, sports and entertainment are introduced as well. The basic public relations process (research, planning, communication, and evaluation) and the use of communication strategies to achieve organizational goals are reviewed. The concepts of public relations, audience analyses and persuasion are emphasized. Finally, practical guidelines for using written, spoken and visual techniques to reach selected audience complete the course. Prerequisite: ENGL 102.

Spring

3 hours lecture and discussion

3 credits

COMM 230 Introduction to Radio Production: Provides an introduction to

the basic principles and practices of radio station operations and radio production. Students learn about and gain practice in conceiving, scripting, developing, performing, and producing a variety of radio programs while using a range of field and studio equipment, including emerging digital technologies. The course also examines issues of diversity in radio programming

Fall

3 hours lecture and discussion with field exercises and laboratory and production sessions

3 credits

COMM 235 Digital Video Production: Introduces students to the basic concepts, theories, and techniques of digital video production. Students learn the process of creating television programs, from concept through completion, through practice with the equipment, technology, and procedures involved in all three phases of producing: pre-production, production, and post-production. The course uses a lecture/lab format that combines theoretical and practical, hands-on knowledge of the technical and creative processes inherent in television. The lecture component deals with the theories associated with digital video as well as the concepts and principles of field production and non-linear editing. Prerequisites: COMM 105 or consent of instructor.

Fall, alternate years

3 hours lecture and discussion with field exercises and laboratory and production sessions

3 credits

COMM 301 Communication Theory: Explores the nature of theory in communication study and explains the most common communication theories and their contexts. System theory, semiotics, message reception, dramatism, hermeneutics, and critical theory within the context of relationships, groups, cultures, and the media are examined. Extensive writing and library-based research is required. Prerequisites: ENGL 102, COMM 107, COMM 104, and COMM 105.

Fall

3 hours lecture and discussion

3 credits

COMM 305 Communication Research Skills: Examines methodologies and formats used in communication research which are necessary to complete the Communication Capstone project. Included in coursework are MLA and APA formats; development of a working knowledge of Miller Library's resources; selection of appropriate topics for the Capstone project; and selection, evaluation, reading, analysis, and synthesis of appropriate scholarly sources. Written projects may include process analyses, abstracts, an annotated bibliography, and a literature review, all of which are intended to serve as a basis for the Capstone project. This course is appropriate for third-year students who will be working on a Capstone project within the next academic year. Prerequisites: ENGL 102 or consent.

Spring

3 hours lecture, library work, and discussion

COMM 310 Communication Ethics: Surveys major moral theories such as virtue ethics, duty ethics, utilitarianism, and care ethics. Each theory will be examined in terms of its contribution towards understanding the ethical issues that confront the field of communication. Comprehensive discussion based on communication-related case studies is expected. Extensive writing as well as research and presentations are required.

Spring

3 hours lecture and discussion

3 credits

COMM 315 Special Topics in Communication: Investigates diverse areas of interest in communication. Topics include Mass Media and Society, Studies in Sport Communication, Directing the Digital Film, and Producing the Digital Film. Students will complete both experiential exercises and case analyses. Prerequisite: COMM 104 or 105.

Fall and Spring

3 hours lecture, discussion, and experiential activities

3 credits

COMM 328 Small Group Communication: Examines the dynamics and pragmatics involved in effective group interaction. Group communication concepts are studied through the course text, lectures, and in-class exercises and applied in completing group decision-making and problem-solving projects. Concepts covered include leadership, group climate/culture, task and maintenance roles, and problem-solving and decision-making procedures. Prerequisites: ENGL 102 and COMM 107; also recommended: one social science class.

Spring

3 hours lecture and discussion

3 credits

COMM 410 Critical Issues in Communication: Focuses on in-depth study of controversial and/or specialized issues and subjects within the field of communication. Requires a great deal of class participation and is reading- and writing- intensive. Students should have successfully completed at least three, 300-level courses before enrolling this course.

Spring

3 hours lecture and discussion

3 credits

COMM 423 Communication Internship: Provides opportunities for paid or unpaid work experience at a corporation, government or nonprofit agency, media outlet or arts establishment. The internship requires a formal agreement among the student, his/her adviser, the Curriculum Coordinator, and the internship sponsor. Students should begin exploration of this option by contacting the Curriculum Coordinator. A final report is required as an integral part of course assignments. One credit hour may be earned for every 40 hours of work at the internship site. Prerequisites: COMM 301, at least one 300-level writing course, 3.0 overall GPA,

and 3.25 GPA in the major.

Fall, Spring, and Summer

Application and discussion

1-9 credits

COMM 428 Gender and Communication: Integrates concepts of interpersonal communications and communication theory in an analysis of gender identity and interactions between the genders. Concentrates on how gender has been used to affect the economic, professional, and social situation of both sexes. Comprehensive discussion, extensive writing, as well as research and presentations are required.

Fall

3 hours lecture and discussion

3 credits

COMM 450A Capstone Seminar I: Students design a comprehensive proposal (including a 15-page literature review) to seek final permission to produce an academic research, technical writing or a creative final project during Capstone II. The successful completion of appropriate coursework based on the desired project type is mandatory with the student earning final course grades of a “B” or better in those courses. Creative final projects must also seek pre-approval by a CAH Review Committee early in the semester by submitting an essay following provided specifications. All Capstone students will also complete an annotated bibliography of no less than 20 sources (including scholarly sources) reflective of their project type. During the semester, students will seek Committee formation (two members from the CAH division and one outside CAH faculty member). By the semester’s end, each student will be required to deliver a portfolio-based presentation (reflecting his or her progress since COMM 207) and the proposal to his or her Committee.

Students must receive their Committee’s approval for the proposal before the drop/add deadline during the semester during which they are enrolled in Capstone II. If students do not receive their Committee’s approval, they must drop Capstone II from their schedule. Students may enroll in Capstone II again the following spring only with Committee approval of their proposal. Students are strongly encouraged to complete COMM 305 to acquire the expected understanding of communications research before enrollment in COMM 450A. Prerequisites: senior standing and the successful completion of COMM 207, three 300-level courses, and COMM 301.

Fall

3 hours lecture and discussion

3 credits

COMM 450B Capstone Seminar II: Requires students to complete original research project begun in COMM 450A. Students will be mentored by the curriculum coordinator and guided by their Committee members through frequent meetings and exchanges of progress. Students will participate in mock oral presentations and peer reviews of class research projects. By the semester’s end, each student will be required

to deliver a presentation of his/her research and to participate in an oral defense with Committee members. Prerequisite: COMM 450A.

Spring

3 hours discussion

3 credits

Cooperative Education

CO-OP 295 (fall), 296 (spring), 297 (summer): A supervised period of practical work experience integrated into the academic program. The purpose of the program is for the student to apply classroom principles in real-work situations. Each co-op experience, including experiences for more than 3 credits, will only satisfy one graduation requirement. Prerequisites: 15 completed credits, 2.00 GPA, and consent of instructor.

Fall, Spring, and Summer

40 hours practicum = 1 credit

6 credits max

Criminal Justice

CJ 102 Introduction to Criminal Justice: Provides a comprehensive overview of the criminal justice system, including crime, criminal law, and constitutional implications. Examines the major institutional components of law enforcement: police, courts, and corrections.

Fall

3 hours lecture and discussion

3 credits

CJ 110 Introduction to Policing: Explores the many roles of police in America. Examines Constitutional restrictions placed on police and the realities of the police role. Prerequisite: CJ 102.

Spring

3 hours lecture and discussion

3 credits

CJ 115 Survey of Corrections: Reviews the development of correctional practices from early to modern times. Analyzes contemporary correctional organizational structures and treatment modalities. Prerequisite: CJ 102.

Spring

3 hours lecture and discussion

3 credits

CJ 201 Criminology: Studies crime and the body of knowledge which regards crime as a social phenomenon. Focuses on the nature, extent, causes, and prevention of crime. Explores sociological theories to explain criminal behavior. Also examines crime's impact on society and societal reactions to crime. Prerequisites: SOCI 101

and CJ 102.

Fall

3 hours lecture and discussion

3 credits

CJ 210 Juvenile Delinquency: Explores various theoretical perspectives to explain and prevent juvenile delinquency. Emphasis is placed on prevention and rehabilitation. Prerequisite: SOCI 101.

Spring

3 hours lecture and discussion

3 credits

CJ 223P Field Experience Preparation: Plans for successful experiences in private, public, or community agencies within the criminal justice system. Assembles a professional portfolio including a resume and supporting documents, police and child abuse checks, and documents for other regulatory requirements such as First Aid and CPR certification.

Fall

(\$75 fee)

3 hours lecture and discussion

0 credits

CJ 223 Field Experience I: Applies classroom experience to the real world. Work experience in a criminal justice agency is used to enhance knowledge of the intra-relationships within the criminal justice system. Prerequisite: CJ 223P.

Application and discussion

Fall and Spring

3 credits

CJ 302 Criminal Evidence and Court Procedures: Evaluates sources, distinctions and limitations relating to substantive and procedural criminal law. Analyzes the rules of evidence as well as other evidentiary and procedural requirements which affect evidence collection and admissibility. Prerequisite: CJ 102.

Fall - Not offered every year

3 hours lecture and discussion

3 credits

CJ 305 Criminal Investigation: Provides an introduction to the fundamental elements of criminal investigation, crime scene search, and collection and preservation of evidence. Prerequisite: CJ 110.

Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 317 Juvenile Justice System: Examines approaches and procedures concerning identification, detention, and disposition relevant to the administration of criminal justice policy, practice, and law. Questions the juvenile justice process and examines critical issues facing the system as well as case law. Prerequisite: CJ/SOCI 210.

Fall/Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 330 Professional Ethics: Investigates ethical theories and concepts to analyze situations from various perspectives. The focus of the course will be on developing students ability to support ethical decision with logical arguments. This is a writing intensive course.

Fall/ Spring

3 hours lecture and discussion

3 credits

CJ 335 Probation, Parole, and Community Corrections: Examines the history, theory, and practice of community treatment in the correctional process.

Prerequisite: CJ 115.

Fall/ Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 340 Terrorism: Examines the origins, theories, methods, and dangers of terrorism. Topics to be covered include: historical background of terrorism; ideology and motives of terrorist groups; the various methods and techniques used by governments to prevent and counter-act terrorism; the economic repercussions of the war against terrorism and the global nature of terrorism and its implications for the future. Prerequisite: CJ 102.

Fall/ Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 345 Criminal Profiling: Examines the techniques of socio-psychological profiling to detect patterns of career criminals specifically focusing on serial killers, child molesters, arsonist, rapists and other violent career offenders. Prerequisite: CJ 102.

Fall/ Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 350 Restorative Justice Practices: Examines the criminal justice and community restoration paradigm that emphasizes the restoration and healing of relationships between victims, offenders and their communities once a crime has been committed. Topics explored include: community crime prevention; victim offender reconciliation; victim assistance and impact panels; work release and restitution programs; community policing; family group conferencing; and sentencing circles. Prerequisite: CJ 102.

Fall/ Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 401 Criminalistics: Probes the phase of the criminal investigation process concerned with physical evidence. Emphasis placed on techniques, skills, and limitations of crime laboratories. Prerequisite: CJ 110.

Fall/ Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 410 Court Organization and Operation: Assesses the role of the court in the criminal justice system. Examines the state and federal system as well as the origin and development of the court system. Prerequisite: CJ 102.

Fall/Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 423P Field Experience Preparation: Plans for successful experiences in private, public, or community agencies within the criminal justice system. Assembles a professional portfolio including a resume and supporting documents, police and child abuse checks, and documents for other regulatory requirements such as First Aid and CPR certification.

Fall

(\$75 fee)

3 hours lecture and discussion

0 credits

CJ 423 Field Experience II: Applies quantitative and qualitative research methodologies to a public, private, or community agency in consultation with the faculty adviser. Prerequisite: CJ 423P.

Fall/Spring

Application and discussion

3 credits

CJ 426 Selected Topics in Criminal Justice: Analyzes issues related to the administration of justice. Conducts in-depth analysis of important and controversial issues facing the criminal justice system. Prerequisites: consent of instructor, 3.0 GPA.

Fall/Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 430 Police Operations and Management: Explains the principles of organization and administration in law enforcement. Explores such topics as organizational structure, managerial philosophies, personnel issues, and leadership. Prerequisites: CJ 110.

Fall/Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 440 Community Oriented Policing: Examines the role of law enforcement in government and the importance of community relations. Explores the dynamics of race relations and other diverse groups related to the law enforcement community. Prerequisites: CJ 110.

Fall/Spring - Not offered every year

3 hours lecture and discussion

3 credits

CJ 450 Senior Seminar: Synthesizes and examines the theoretical concepts and empirical findings of other courses in the major curriculum. Prerequisites: senior

status and/or consent of instructor. This is a writing intensive course.

Spring

3 hours lecture and discussion

3 credits

CJ 497 Independent Study in Criminal Justice: Evaluates current issues and controversies in the criminal justice system. Prerequisites: 3.00 GPA, MATH 314 and junior status.

Research and discussion

1-3 credits

Culinary Arts

CULN 100 Culinary Math: Introduces basic mathematics as it relates to the food service industry. Emphasizes units of measure, basic conversions, food cost percentages, and kitchen ratios.

Spring

1 hour lecture and discussion

1 credit

CULN 101A Stocks, Sauces, and Skills: Engages students in the discussion and application of basic knife skills, stock and classical sauce production with emphasis on simmering and boiling. Contemporary sauces such as coulis and non-classical sauces will be discussed. Laboratory lectures and production revolve around introductory culinary principles. Equipment, principles of energy, types of knives, basic knife skills, professionalism, production, organization, and time management are discussed and applied during lab sessions. Daily production reflects traditional culinary French methodologies, allowing students to perform correctly the major and sub-objectives to meet industry needs within a laboratory setting.

Fall

(\$60 fee)

2 hours lecture and 8 hours laboratory

2 credits

CULN 101B Meat and Fish Fabrication: Introduces purchasing, receiving, aging, fabrication, and proper storage procedures of meat products. Emphasis will be placed on primal and sub-primal cuts, federal inspection, grading, yields and the classification of meats, poultry, fish, and game. Students will learn vocabulary and techniques specific to meat and fish processing. Corequisite: CULN 101A.

Fall

(\$60 fee)

2 hours lecture and 8 hours laboratory

2 credits

CULN 101C American Cuisine: Presents and analyzes indigenous ingredients, customs, and geographical elements of cuisines in our nation. Engages students in discussion and application of the basic cooking techniques of stewing, grilling, and broiling. Daily laboratory lectures and production revolve around regional cooking skills, ingredients, and menus. Evaluates East Coast, Cajun, Tex-Mex and Pacific

Coast Cuisines. Corequisite: CULN 101B.

Fall

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 101D Cuisine of the World: Explores the cuisines of France, Caribbean, Italy, Germany, and Spain/Portugal. Emphasis is placed upon the cooking techniques of roasting and braising. Daily laboratory and lectures revolve around European culture and geography, cooking techniques, misen place, and recipe conversions. Previously-learned skills will be utilized and built upon, such as knife skills, sauce making, organization, and time management. Students will display professional and industry-related skills. Corequisite: CULN 101C.

Fall

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 101E Introduction to Baking: Introduces basic rolls, breads, muffins, laminated doughs, pies, and basic cookies. The primary focus will be on the principles of baking, chemistry of formulas, application of techniques, measuring and identification of equipment. Corequisite: CULN 101D.

Fall

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 101F Service Techniques and Skills: Introduces procedures of service before serving to guests at Chef's Table Restaurant. Students will receive instruction on the American, Russian, and French styles of service of food and beverages. Students will become familiar with the tools and equipment utilized in the dining room as well as place settings and linens. Students will also be required to fulfill 8 hours as runners, assisting and observing upperclassmen at Chef's Table Restaurant. Corequisite: CULN 101E.

Fall

(\$40 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 101G French Cookery: Examines how French customs and practices are the underlying basis of cooking today. Students will further refine their skills of making mother and compound sauces and be introduced to basic French culinary terms. Importance is placed upon the cooking techniques of braising, stewing, sautéing, poaching, and roasting. Corequisite: CULN 101E.

Fall

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 101H Breakfast Cooking Seminar: Teaches students how to fold omelets and make other popular breakfast items. Lecture includes identification of egg size, egg composition, proper egg cookery, as well as the production of pancakes and

waffles. Corequisite: CULN 101G.

Fall

(\$30 fee)

1 hour lecture and 4 hours laboratory

.5 credits

CULN 103 Introduction to Culinary Management: Introduces students to the Hospitality industry, organization and basic human relation management. Job descriptions, management theories, leadership styles, training methods, conflict resolution, employee training, menu development and customer communications are the main points of this course.

Spring

3 hours lecture and discussion

3 credits

CULN 107 Garde Manger: Introduces students to the art of cold food preparation. Sandwiches, cold soups, salads, charcuterie, canapes, aspic and dressings are presented. Prerequisite: CULN 101H.

Spring

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 202 Bar and Beverage Management: Analyzes the beverage-industry and offers students opportunities to apply their knowledge in a hands-on setting. Students will learn drink recipes, discuss laws, alcohol production, production of coffees and teas, as well as non-alcoholic beverages.

Spring

(\$50 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 203 Cakes, Tortes, and Desserts: Applies and expands upon introductory baking skills. Focuses on icings, cake mixing methods, dessert sauces, pate a choux, mousses, puff pastry production and poached fruits. Corequisites: CULN 201 and CULN 101H.

Spring

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 210 Catering: Students will investigate legalities and contract issues involved with catering as well as menu planning, pricing, equipment, marketing, styles of events, and safety procedures. Students will engage in planning and setting up events as well as their execution. Corequisites: CULN 107 and CULN 101H.

Spring

(\$60 fee)

1 hour lecture and 4 hours laboratory

2 credits

CULN 223P Culinary Field Experience Prep: Designed to initiate the pre-internship process to culinary arts students. Students will research potential professional internship sites for placement, create a professional resume and cover letter, and apply the interviewing process. Approval for internship placement must be given by the curriculum coordinator prior to beginning the CULN 223

experience. Grading pass/fail.

Spring

1 hour lecture and discussion

1 credit

CULN 223 Culinary Field Experience: A 400-hour professional practicum at an approved site. Emphasis is on enhancing the student's role as a chef in BOH operations within a professional food service site. Upon completion of 400-hour internship at the specified site, students will have an understanding of the application of kitchen and cooking skills in commercial food service operations. Failure to complete the internship will prevent degree completion and graduation. Prerequisites: CULN 223P and CULN 230 an/or 236 or approval of the adviser. Grading pass/fail.

Fall, Spring, Summer

(\$150 fee)

400-hour practicum

0 credits

CULN 230 Restaurant Operations Management: Operates the Chef's Table Restaurant. Emphasis on planning, staffing, purchasing, menu development, financial planning, dining room and kitchen skill, beverage service, and sanitation. Prerequisite: CULN 101H.

Fall

(\$300 fee)

20 hours lecture and laboratory

3 credits

CULN 236 Advanced Restaurant Operations: Develops advanced applications of operating the Chef's Table Restaurant. Focuses on planning, leading, directing, staffing, and controlling. Prerequisite: CULN 230.

Spring

(\$300 fee)

20 hours lecture and laboratory

3 credits

CULN 290 NOCTI Food Production and Service Examination: Students register for the NOCTI examination upon the expectations of graduating with a culinary arts degree or certificate.

Spring

(\$50 fee)

0 credits

Developmental Education

DVED 108 Critical and Analytical Reading: Teaches skills associated with annotating, mapping, summarizing, inferring, and critical thinking as they apply to the reading of college textbooks and supplementary material. (The credits for this course do not count toward graduation, but are factored into the student's GPA.)

Spring and Fall

3 hours lecture and discussion

2 credits

DVED 131 Career/Life Planning: Assists students in assessing their interests, skills, and values in exploring job information and career research, and learning the steps to effective career decision-making.

Fall and Spring

2 hours discussion

1 credit

DVED 139 Job Search Skills: Assists students in exploring work options; learning to write effective cover letters, resumes, and thank you letters; developing and reviewing interviewing techniques; and planning realistic job options.

Fall and Spring

2 hours discussion

1 credit

DVED 140 Coping Skills: Teaches students to cope with assertive behavior, set goals, make decisions, manage time and stress, and practice relaxation techniques. Through small group interaction, students develop a positive outlook about themselves and their surrounding environment.

Fall and Spring

1 hour discussion

1 credit

DVED 141 Values Clarification: Encourages students to examine their values, ideals, and goals through involvement in the Human Potential Seminar. Practical activities assist the students to increase their ability to set short term and long term goals that will guide them toward success.

Fall and Spring

2 hours discussion

1 credit

Early Childhood Education

ECE 001-006 Early Childhood Education Field Experience: Field experiences are required each semester one through six for students pursuing a B.S. in Early Childhood Education or students pursuing Post baccalaureate Certification.

Students gain experiences observing and participating in classrooms guided by prepared field assignments aligned with coursework. Field experiences are developmental in nature with ECE 001 experiences focusing on preparing students for mindful observing and thoughtful recording strategies, and successive experiences focusing on actually engaging students in classroom participation, presentation, and management.

0 credits

ECE 101 Introduction to Early Childhood Education: Studies the relationship between play and learning and the adult's role in facilitating learning through play. Focuses on expressive activities and spontaneous play and their contributions to child development. Selection and use of appropriate media and materials for facilitating play is required. **There is a laboratory component for this course**

which includes the observational study of young children and their play.

Corequisite: ECE 101L.

Fall

(\$50 fee)

3 hours lecture and discussion

with 3 hours practicum in the Children's Center

3 credits

ECE 102 Guiding Play and Learning: Examines the role of play and directed learning activities in the social, emotional, cognitive, and psychomotor development of the young child. Fosters development of math, science, social studies concepts, language, and perceptual skills. Preparation, presentation, and evaluation of activities during practicum experience are required. **There is a laboratory component for this course which includes observational study of young children and play.** Prerequisite or corequisite: PSYC 201 and ECE 102L.

Spring

(\$50 fee)

3 hours lecture and discussion

with 3 hours practicum in the Children's Center

3 credits

ECE 201 Curriculum and Program Planning - Ages 0-3 Years: Provides guidelines for providing optimum developmental experiences for a child's early years (0-3). Focuses on the role of parents and parent substitutes as the first teachers. Includes educational experiences for infants and toddlers which are based on developmental principles and child development research. **There is a laboratory component for this course.** Corequisite: ECE 201 L. Prerequisites: ECE 101, ECE 102, and PSYC 201.

Fall

3 hours lecture and discussion

with 3 hours practicum in the Children's Center

3 credits

ECE 202 Curriculum and Program Planning – Ages 3–8 years: Examines content, methods, and materials for the design and implementation of early childhood education curricula. Analyzes program goals and components. Reinforces the practical development in young children relative to their individual needs. Prerequisite: ECE 102 or consent of the instructor. Concurrent with ECE 223 for A.A. students. **There is a field component for this course.** Corequisite: ECE 223 or ECE 001-006 as advised by adviser..

Spring

3 hours lecture and discussion

3 credits

ECE 220 Early Intervention: Analyzes early intervention services for children in line with remediation designed for specific early learning difficulties.. Focuses on developmentally appropriate programming for the child with special needs and the roles of the teacher and interventionist in meeting the needs of the child in the least restrictive environment. An overview of special needs will be presented.

There is a field component for this course. Students must register for ECE 001-006 as advised by adviser. Prerequisite or corequisite: PSYC 210 or consent of the instructor.

Spring

3 hours lecture and discussion

3 credits

ECE 223 Community-Based Early Childhood Experiences: The study of the care of young children in out-of-home settings as a participant in the setting. Emphasis on enhancing the student's role as a member of the child care team. Skill emphasis includes observation, assessment, evaluation, record keeping and preparation for program activities. Involves accepting responsibility, receiving directions and feedback, and forming caring, nurturing relationships with children and adults. Increases understanding in meeting children's developmental needs and enhances the level of practice while participating in a field placement in a community program for young children. Corequisite: ECE 250, ECE 302, and consent of instructor. (*A.S. candidates only*)

Spring

120 hours

3 credits

ECE 235 Special Studies in Early Childhood Education - Emergent Literacy: Provides the principles and practices for providing children from birth through age five with a strong foundation in early reading and writing within a developmental framework. Focuses on enhancing early literacy outcomes of young children by improving adults' knowledge about early literacy development and teaching skills.

There is a field component for this course. Students must register for ECE 001-006 as advised by adviser.

Fall/Spring

3 credits

ECE 250 Early Childhood Education Seminar: Provides opportunities for synthesis and evaluation of the knowledge, skills, and dispositions that define early childhood practitioners at the associate degree level. Current issues and trends in the field will be reviewed. Students will complete a professional portfolio, a major research project, and a seminar presentation. Corequisite: ECE 223.

Spring

3 hours inquiry and discussion

3 credits

ECE 350 Administration and Supervision of Schools for Young Children:

Examines the principles and practices of administration and supervision, the development of policies to implement school philosophy, and school organization. Reviews the administrator's responsibilities including supervision of personnel, data management, conflict resolution, curriculum planning, budgeting, employee evaluation, health and safety issues, and public relations. **There is a field component**

to this course. Students must register for ECE 001-006 as advised by adviser.

Fall/Spring

3 hours inquiry and discussion

3 credits

Economics

ECON 201 Principles of Economics I: Studies macro-economics: the nature of the American economy; theory of national income; producing, consuming, and investing money; banking and the Federal Reserve System; the public sector and its monetary and fiscal policies; theory of economic growth; and problems of international economic development.

Fall and Spring

3 hours lecture and discussion

3 credits

ECON 202 Principles of Economics II: Examines the principles of micro-economics, the cost structure of individual economic units, theory of price under different market conditions, distribution of income, problems of poverty and insecurity, wage determination, and antitrust regulation.

Fall and Spring

3 hours lecture and discussion

3 credits

ECON 345 Money and Banking: Reviews the background and policies of monetary and banking systems. Gives special attention to commercial banking, the Federal Reserve System, interest rates, and money markets. Provides students with the knowledge and practices conceptual skills needed for advanced study and career advancement in financial fields. Prerequisite: ECON 201.

Fall or Spring (not offered every year)

3 hours lecture and discussion

3 credits

Education

EDUC 001-006 – Elementary Education Field Experience: Field experiences are required each semester (one through six) for students pursuing a B.S. in Elementary Education or students pursuing Post Baccalaureate Certification. Students gain experiences observing and participating in classrooms guided by prepared field assignments aligned with coursework. Field experiences are developmental in nature with EDUC 001 experiences focusing on preparing students for mindful observing and thoughtful recording strategies, and successive experiences focusing on actually engaging students in classroom participation, presentation, and management. Field assignments are determined by classes. A minimum of 80 hours of field observation is required prior to student teaching.

0 credits

EDUC 101 Introduction to Teaching: Provides information and experiences about the personal and professional requirements for becoming a teacher, including the knowledge, skills and dispositions necessary for quality teaching. Offers advisement for the policies and procedures of the education division. Provides the framework to enable informed decision making about education as a major or the opportunity to seek some other professional field of work more in line with your interests and aptitude. There is a field component for this course. The field experience portion of this course requires a minimum of 15 hours of structured/guided observation in a classroom under the supervision of an experienced, certified teacher. Focuses on the teacher, teaching, and teaching behaviors, and the development of reflective practice for effective teaching in diverse rural and urban classroom settings. Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 201 Foundations of Education: Introduces and examines historical, philosophical, and sociological foundations in American education. Students read about and investigate the role of schools in America. School organization, administration, and current issues, such as diversity and multi-culturalism, are also components for class reading and discussion. There is a field component for this course. Prerequisites: EDUC 101, PSYC 101, DVED 108, HIST 109 or HIST 110. Corequisite: EDUC 001-006 as advised by adviser. (EDUC 101 is not a prerequisite for Art Education students)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 211 Educational Psychology: Explores the nature of the learning process. Emphasizes the application of psychological principles to educational practices such as diagnosis and assessment of pupil progress, organizing learning environments, and instruction. There is a field component for this course. Prerequisites: PSYC 201, EDUC 201. Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 216 Child, Family, and Community: Considers the role that the environment plays in the development of the child. Analyzes the impact of family and community including the relationship of culture, religion, socio-economic status, and ethnic and racial origins on individual and group status. Examines family structure and processes including individual roles and functions. Studies the role of schools in the development of the child. Explores community resources as real or potential factors in the quality of the child's environment. There is a field component for this course. Prerequisite: PSYC 201. Corequisite: EDUC 001-006 as advised by

adviser.

Fall

3 hours inquiry and discussion + field assignments

3 credits

EDUC 302A – Praxis I: Academic Skills Assessments: Designed to be taken early in your college career to measure your reading, writing, and mathematical skills. This course will appear on student's transcript after Education division has been notified that student took and passed Praxis I exams. This is not a course, but a PA Department of Education examination requirement to be completed in order to advance beyond 200-level coursework in all education programs.

0 credits

EDUC 302 Elementary Curriculum: Promotes the study of the content of elementary school education with particular reference to standards regulating education in the areas of language and reading, mathematics, science, social studies, environmental education, and health. Examines various patterns of curriculum organization and practical experiences in planning curriculum. Evaluates curriculum materials and resources with regard to educational goals and underlying philosophy. There is a field component for this course. Prerequisite: EDUC 201, EDUC 211, EDUC 302A, consent of division, and acceptance into Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 303 Elementary Curriculum and Methods: Mathematics: Analyzes application and methodology of instructional techniques in the content area of mathematics. Emphasizes developmental, constructive, and process skill approaches. Provides students with hands-on, inquiry-based experiences with direct application for teaching mathematics. There is a field component for this course. Prerequisites: EDUC 302A, EDUC 302, MATH 102, MATH 111, and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to certification candidates only.)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 304 Elementary Curriculum and Methods: Citizenship and Social Sciences: Analyzes application and methodology of instructional techniques in the content area of citizenship and social sciences. Emphasizes developmental, constructive, and process skill approaches. Provides students with hands-on, inquiry-based experiences with direct application for teaching citizenship and social sciences. There is a field component for this course. Prerequisites: EDUC 302A, EDUC 302, SOCI 101, PSYC 225, SOCI 301, GEOG 340, and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to

certification candidates only.)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 305 Elementary Curriculum and Methods: Science: Analyzes application and methodology of instructional techniques in the content area of science. Emphasizes developmental, constructive, and process skill approaches. Provides students with hands-on, inquiry-based experiences with direct application for teaching science. There is a field component for this course. Prerequisites: EDUC 302A, EDUC 302, BIOL 101 or BIOL 110, PHSC 109 or PHSC 110, 200-level Science Elective, and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to certification candidates only.)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 306 Using Computers to Support Classroom Learning: Provides students with opportunities to build on the basic skills and concepts learned in the prerequisite course by focusing on the applications of technology in the educational classroom environment. Students must demonstrate the ability to use, and the ability to teach others to use, word processing software, spreadsheet software, database software, drawing and presentation software, Internet applications, computers and other classroom hardware. Other educational technology concepts addressed include managing the classroom, addressing needs of diverse learners, and developing instructional lessons. There is a field component for this class. Prerequisites: IT 105 or ART 114, EDUC 302A, and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

(\$40 lab fee)

3 hours lecture and discussion + field assignments

3 credits

EDUC 307 Methods for Students with Low Incidence Disabilities: Focuses on a detailed analysis of the environments and organizations involved in the education of children with severe conditions. Emphasis will include placement and methodologies for working with children with severe cognitive needs, low-vision and blindness, hearing impairments and deafness, deaf-blindness, autism, physical or health disabilities, and traumatic brain injury. There is a field component for this class. Prerequisite: EDUC 302A, PSYC 225 and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to certification candidates only.)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 308 Methods for Students with High Incidence Disabilities: Focus on a detailed analysis of the environments and organizations involved in the education

of children with mildly disabling conditions. These include mainstreaming education and inclusion, consultative teaching, and content mastery programs. Emphasis will also include definitions, prevalence and characteristics of student demonstrating mild levels of physical, motor and sensory impairments, learning disabilities, mental retardation, and emotional or behavioral disorders. There is a field component for this class. Prerequisite: EDUC 302A, PSYC 225 and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to certification candidates only.)

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 309 Classroom Management: Academic Support and Behavioral

Assessment: Examines the rationale, theories and techniques for creating classroom environments where learning can take place, specific individual and group behavior challenges can be assessed and addressed, and a positive, inclusive learning environment can be established. The course is designed to assist the student in developing a repertoire of management skills that support best practices and are based on current research about working with diverse children and managing the instructional environment. There is a field component for this course. Prerequisite: EDUC 302A and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 310 Family Health and Safety: Presents and analyzes the current concepts of health, safety, and nutrition and their relationship to the growth and development of young children. Emphasizes assisting prospective teachers in developing good attitudes and habits to promote lifelong responsibility for the healthy well-being of students. Investigates health promotion theories and comprehensive health education curricula. There is a field component for this course. Prerequisites: PHED 105, ECE 302, EDUC 302A, EDUC 302 or consent of instructor, and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser

Fall

3 hours lecture and discussion + field assignments

3 credits

EDUC 313 Art Education Media and Methods/Elementary Methods: Presents the organization, experience, and evaluation of teaching situations specific to art in K-12 art curriculum. Studies art classroom management including curriculum planning, basic art education theories, lesson planning, classroom presentation techniques, history, aesthetics and criticism as they relate to the handling of art media. There is a field component for this course. Prerequisite: EDUC 302A and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by

adviser.

Fall

(\$75 fee)

3 hours lecture, discussion, and practicum

3 credits

EDUC 315 Developmental Assessment: Explores the principles and techniques of sound assessment strategies. Focuses on the process of assessment. Begins with the identification of learning goals, creation of test items based on desired outcomes, administration of classroom evaluation procedures, and the roles of assessment, measurement, and evaluation in daily classroom practice. The use and interpretation of standardized tests, alternative assessments, including assessment portfolios and norm-referenced and criterion-referenced assessments, will be discussed, as will trends and issues related to testing and evaluation. There is a field component for this course. Prerequisites: EDUC 211, EDUC 302A, PSYC 201, PSYC 225, consent of instructor, and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 320 Teaching Students with Diverse Needs: Enables the prospective teacher to learn how to coordinate the classroom learning environment to effectively address the diverse learning needs of students in regular classroom settings and considers characteristics of students with special needs and the modifications in teaching methods necessary to meet their needs. Addresses classroom management techniques for academic, social, emotional, and cognitive differences. Students will design activities and respective accommodations for both regular students and students with special needs. Various assessment techniques will be learned and developed to evaluate the activities. Students will become familiar with and make presentations on the many different augmentative technological devices available for students with special needs. Specific topics to be addressed include: federal legislation, team collaboration, special support services, and the Individual Education Plan (IEP). There is a field component for this course. Prerequisites: ECE 302, EDUC 302A, PSYC 225, and acceptance into the Education Program (except Child and Society majors). (EDUC 302 and PSYC 225 are not part of the Art Education program and these prerequisites are waived for art education candidates). Corequisite: EDUC 001-006 as advised by adviser.

Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 325 Secondary Curriculum and Methods: Social Studies: An analysis and application of methodology and instructional techniques current social studies curriculum materials and methodology as well as social science curricula currently in use in Pennsylvania Academic Standards. The student will also develop social science teaching unit and have the opportunity to present these units in field placements.

There is a field component for this course. Prerequisite: EDUC 302A, acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser. (Open to certification candidates only.)

Fall

3 credits

EDUC 330 Language Arts and Literacy I: Provides the prospective teacher with an understanding of the processes of language. Students will learn how to create a student-centered classroom rich with literature, writing, speaking, and listening. Students will learn to incorporate appropriate teaching strategies, assessments, and instructional media. Topics such as language development, emerging literacy, reading and writing workshops, mechanics of language, use of children's literature and drama, and media literacy will be addressed with a hands-on approach. There is a field component for this course. Prerequisites: ECE 302, EDUC 302, EDUC 302A, PSYC 225, and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 331 Language Arts and Literacy II: Provides prospective teachers with several methods that will help develop and promote literacy and reading skills of children. Explores varied approaches to teaching of reading in line with the diverse needs of learners. Employs various activities to provide for individual needs. Provides opportunities to practice teaching techniques and reading methods; design lesson plans; make oral presentations; observe and evaluate teachers teaching reading; and incorporate strategies, technology, and sound principles of individual and group dynamics. There is a field component for this course. Prerequisites: EDUC 302A, EDUC 330 and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 332 Instructional Strategies for Content Area Reading: Introduces students to strategies for literacy instruction and its implications for student learning in the content area subjects. Emphasizes helping students comprehend content area texts of various kinds, instructional practices or learning strategies for content areas, standards for content area literacy instruction and writing samples. There is a field component for this course. Prerequisites: EDUC 302A and acceptance into the Education Program (except Child and Society majors). Corequisite: EDUC 001-006 as advised by adviser.

3 hours lecture and discussion + field assignments

3 credits

EDUC 402 Professional Practices: Ethics for Educators: Examines ethical principles and practices of administration and supervision and the development of

policies to ethically implement school philosophy and school organization. Students who are not student teaching the semester they take this course must register for field component. There is a field component for this course. Prerequisites: EDUC 302A and acceptance into the Education Program (except Child and Society majors). Concurrent to EDUC 423T, 423E, or 423I, EDUC 450 or consent of the instructor.

Fall and Spring

3 hours lecture and discussion + field assignments

3 credits

EDUC 411 Creating Educational Materials: Assists students in preparing education materials related to curriculum units for use during student teaching. Students design and create classroom materials that meet recognized standards. Prerequisites: EDUC 302A and acceptance into the Education Program (except Child and Society majors).

Fall and Spring

Workshop format

1-3 credits

EDUC 420 Teaching in the Early Years: Integrates the study of theories, practices, and resources for the teaching and learning of basic skills and concepts for children ages 3-5. Uses a constructivist philosophy to organize the learning environment and activities. Provides both the theoretical and practical knowledge necessary for planning, implementing, and assessing learning in preschool classes. Introduces students to a variety of approaches and materials that are developmentally appropriate for facilitating the learning of content and skills drawn from the content areas and for integrating learning with other areas such as art, music, and language. Students take this course as part of a professional block during the first half of a semester. Students spend a minimum of five one-half days each week in the classroom where they will be student teaching. A student teaching assignment will follow during the second half of the semester. Requires faculty consent. There is a field component for this course. Students spend two half-days in classroom instruction. Prerequisite: EDUC 302A, EDUC 449, and acceptance into the Education Program. Corequisite: EDUC 423E.

Fall and Spring

2 hours workshop format

2 credits

EDUC 421 Teaching in the Elementary School/Primary: Integrates the study of theories, practices, and resources for the teaching and learning of elementary math, science, and social studies in grades K-3. Uses a constructivist philosophy to organize the learning environment and activities. Provides both the theoretical and practical knowledge necessary for planning, implementing, and assessing learning in the primary grades. Introduces students to a variety of approaches and materials that are developmentally appropriate for facilitating the learning of content and skills drawn from the content areas and for integrating learning with other areas such as art, music, and language. Students take this course as part of a

professional block during the first half of the semester. Students spend a minimum of five one-half days each week in the classroom where they will be student teaching. A student teaching assignment will follow during the second half of the semester. There is a field component for this course. Students spend two half-days in classroom instruction. Prerequisite: EDUC 302A, EDUC 449, and acceptance into the Education Program. Corequisite EDUC 423T. Requires faculty consent.

Fall and Spring

2 hours workshop format

2 credits

EDUC 422 Teaching in the Elementary School/Intermediate: Integrates the study of theories, practices, and resources for the teaching and learning of elementary math, science, and social studies in grades 4-6. Uses a constructivist philosophy to organize the learning environment and activities. Provides both the theoretical and practical knowledge necessary for planning, implementing, and assessing learning in the intermediate grades. Students will be introduced to a variety of approaches and materials that are developmentally appropriate for facilitating the learning of content and skills drawn from the content areas and for integrating learning with other areas such as art, music, and language. Students take this course as part of a professional block during the first half of a semester. Students spend a minimum of five one-half days each week in the classroom where they will be student teaching. A student teaching assignment will follow during the second half of the semester. There is a field component for this course. Students spend two half-days in classroom instruction. Requires faculty consent. Prerequisite: EDUC 302A, EDUC 449, and acceptance into the Education Program

Fall and Spring

2 hours workshop format

2 credits

EDUC 423E Student Teaching in the Early Years: Supervised, seven-week student teaching experience in preschool settings with children through age five. Emphasis is on development, implementation, and assessment of appropriate learning activities; creating a caring community of learners; and management of the learning environment. The student teacher participates in the total program, five days a week for seven weeks in a day care center, nursery school, or Head Start program. Prerequisite: EDUC 302A, EDUC 449, EDUC 420, and acceptance into the Education Program.

Fall and Spring

6 credits

EDUC 423I Student Teaching at the Intermediate Level: Supervised, seven-week student teaching experience in intermediate settings (grades 4, 5, 6) provide teaching opportunities to meet the needs of individual learners through differentiated instructional strategies and classroom management techniques. This student teaching experience includes the design and implementation of an integrated, thematic unit and the opportunity to use self-evaluation, teacher feedback, video review, and reflection as tools to improve teaching. During this seven-week experience,

candidates are expected to select and employ the methodologies and strategies modeled and practiced during the pre-practicum to meet the needs of all learners in the classroom. Prerequisites: EDUC 302A, EDUC 422, EDUC 499 and acceptance into the Education Program.

Fall and Spring

6 credits

EDUC 423S Secondary Student Teaching: Supervised, seven-week student teaching experience at the secondary level under the guidance of a cooperating teacher and a college supervisor. Experiences will be gained in teaching techniques, meeting the needs of individual learners through differentiated instruction, and classroom management. This experience is designed to guide candidates in the process of gradually taking full responsibility for a classroom. The course gives the candidate the opportunity to utilize various instructional strategies intended to meet the needs of all learners. Included in the experience is the design and implementation of an integrated, thematic unit and the opportunity to use teacher feedback, video review, reflection, and self-evaluation as tools to improve teaching. During this field experience candidates are expected to select and employ the methodologies and strategies modeled and practiced during the pre-practicum to meet the needs of all learners in their classroom. Requires faculty consent. Prerequisites: EDUC 302A, EDUC 449, and acceptance into the Education Program

Fall and Spring

6 credits

EDUC 423T Student Teaching at the Primary Level: Supervised, seven-week student teaching experience at the K-3 level under the guidance of a cooperating teacher and a college supervisor. The experience provides teaching opportunities to meet the needs of individual learners through differentiated instructional strategies and classroom management techniques. This student teaching experience includes the design and implementation of an integrated, thematic unit as well as the opportunity to use teacher feedback, video review, reflection, and self-evaluation as tools to improve teacher. During this seven-week experience, candidates are expected to select and employ the methodologies and strategies modeled and practiced during pre-practicum to meet the needs of all learners in the classroom. Prerequisite: EDUC 302A, EDUC 421, EDUC 449 and acceptance into the Education Program

Fall and Spring

(\$75 lab fee)

6 credits

EDUC 425 Teaching at the Intermediate and Secondary Levels: Integrates the study of theories, practices, and resources for the teaching and learning of secondary content in math and social studies in grades 7-12. Uses a constructivist philosophy to organize the learning environment and activities. Provides the theoretical and practical knowledge necessary for planning, implementing, and assessing learning in the secondary grades. Introduces students to a variety of approaches and materials

that are appropriate for facilitating the learning of content and skills drawn from these content areas and for integrating learning with other content area subjects. Students take this course as part of a professional block during the first half of the semester. Students spend a minimum of five one-half days each week in the classroom where they will be student teaching. A student teaching assignment will follow during the second half of the semester. There is a field component for this course. Students spend two half-days in classroom instruction. Prerequisite: EDUC 302A, EDUC 449, and acceptance into the Education Program. Corequisite: EDUC 423S. Requires faculty consent

Fall and Spring

2 hours workshop format

2 credits

EDUC 435 Art Education Media and Methods/Secondary Methods: Provides information about the aims, methods, and materials employed in secondary education training, organization of subject matter; motivation and direction of learning; development of attitudes, appreciations, and ideals; classroom presentation of formal materials. The utilization of technology and the development and use of assessment instruments in the teaching-learning process will be emphasized. There is a field component for this course. Requires faculty consent. Prerequisite: EDUC 302A and acceptance into the Education Program.

Spring

(\$75 lab fee)

3 credits

EDUC 440 Electronic Media for Teachers: Empowers the prospective teacher with hands-on knowledge and skills necessary for selecting, integrating, and applying a range of electronic media production technologies and projects into the elementary classroom to meet the diverse needs and dynamics of student learners and learning objectives. The convergence of television and the Internet will be emphasized with a focus on electronic digital technologies including digital video, audio, still photography, and Web-based authoring. Emphasis will also be placed on active viewing, critical thinking, and evaluating a diverse mix of constructed media messages and products through awareness of media literacy concepts, and legal and ethical responsibility. Topics include the practical side of setting up, operating and troubleshooting equipment, developing and integrating media projects into the classroom, and specific technology issues faced by educators. There is a field component for this course. Prerequisite: EDUC 302A and acceptance into the Education Program. Corequisite: EDUC 001-006 as advised by adviser.

Spring

(\$40 lab fee)

3 hours lecture and discussion + field assignments

3 credits

EDUC 449 – PRAXIS II: Subject Assessments: Measures your knowledge of the subjects you will teach. This course will appear on student's transcript after Education division has been notified that student took and passed Praxis II exams. This is a requirement by the Pennsylvania Department of Education. Students must

attempt PRAXIS II exams prior to student teaching placements. Candidates cannot be certified in the state of Pennsylvania without having passed these exams.

0 credits

EDUC 450 Seminar: Contemporary Research, Issues, and Ethics in Education:

Examines current research, current issues, and ethical dilemmas confronting educators. Students will analyze issues and practices and engage in examining ethical considerations through a case study methodology. There is a field component for this course. Students who are not student teaching the semester in which this course is taken must register for ECE or EDUC Observation/Participation (001-006) as advised by adviser. Prerequisite: EDUC 302A and acceptance into the Education Program. Concurrent with EDUC 402, 423T, 423E or 423I, or consent of the instructor.

Fall and Spring

3 hours lecture and discussion

3 credits

English

ENGL 101 College Writing I: Academic Writing: Focuses on the writing process. Students complete a minimum of five expository essays, one of which is a comparison/contrast. An MLA-format research paper is also required. Workshops for peer editing and revision complement teacher/student interaction both in and outside the classroom.

Fall and Spring

3 hours lecture, discussion, and peer review

3 credits

Students for whom English is not a primary language or whose placement tests indicate the need for individualized attention are assigned to sections of the course designed to meet those needs.

5 hours lecture, discussion, peer review, and/or language laboratory

3 credits

ENGL 102 College Writing II: Writing about Literature: Reinforces and enhances writing skills developed in English 101. Writing assignments, including an MLA-format research paper, are based on the readings and discussions of selected fiction, drama, and poetry. Prerequisite: ENGL 101.

Fall and Spring

3 hours lecture and discussion

3 credits

Students for whom English is not a primary language or whose placement tests indicate the need for individualized attention are assigned to sections of the course designed to meet those needs.

5 hours lecture and discussion

3 credits

ENGL 201 American Literature I: Surveys American literature from Colonial times through the late nineteenth century with an emphasis on nineteenth-century authors.

Readings will examine the cultural diversity and literary development exemplified by the Native American oral tradition and the works of a variety of writers from Bradstreet to the Transcendentalists, Whitman, Dickinson, Twain, and other Realists. Extensive reading, writing, critical analysis, and library research are required. Prerequisite: ENGL 102.

Fall

3 hours lecture and discussion

3 credits

ENGL 202 American Literature II: Surveys American literature from the late nineteenth century through the present day. Emphasis is on writers who exemplify both our country's cultural diversity and the development of significant literary movements from Chopin to Crane to contemporary literary figures. Extensive reading, writing, critical analysis, and library research are required. Prerequisite: ENGL 102.

Spring

3 hours lecture and discussion

3 credits

ENGL 203 Western World Literature I: Surveys and analyzes selected works from the classical Greek period to the beginning of the Romantic Era. These selections are taught from a historical perspective, examining how the literature reflected and influenced the time in which it was written. Students study and discuss the impact that the literature has had upon Western world culture and complete a research project. Prerequisite: ENGL 102.

Fall

3 hours lecture and discussion

3 credits

ENGL 204 Western World Literature II: Surveys selected works of nineteenth- and twentieth-century authors who were instrumental in portraying thought and culture of Western civilization. Students study, discuss, and write about the connection between literature and Western world culture. Prerequisite: ENGL 102.

Spring

3 hours lecture and discussion

3 credits

ENGL 209 Introduction to Journalism: Discusses journalistic reporting, interviewing, writing, and editing. In-class writing and participation in preparing the student newspaper, *The Key*, are required. Basic journalistic skills and principles are also introduced. Prerequisite: "C" or higher in ENGL 101 or consent of instructor.

Fall

3 hours lecture and discussion

3 credits

ENGL 210 Feature Writing: Examines techniques for researching, writing, and marketing feature articles for newspapers and magazines. Topics may include personal experience, profile, how-to, and other features. This course prepares

students to work as freelance or staff feature writers. Prerequisite: “C” or higher in ENGL 101 or consent of instructor.

Spring

3 hours lecture and discussion

3 credits

ENGL 211 Creative Writing: Discusses general literary principles and representative works by leading writers and provides instructor-guided opportunities for students to write original short stories, poetry, and/or plays in a workshop setting. Students are encouraged to think creatively, to solve problems, and to further develop and enhance writing skills. Prerequisite: ENGL 102.

Spring

3 hours lecture, instructor and peer review, and workshop

3 credits

ENGL 220 Introduction to Poetry: Studies the elements of poetic form, surveying a wide variety of poems representative of many eras and cultures. Students will learn to identify common poetic themes, techniques, and styles, and to analyze poems in written assignments. Prerequisite: ENGL 102.

Fall

3 hours lecture and discussion

3 credits

ENGL 221 Introduction to the Novel: Studies the structure of the novel and its thematic concerns as seen in representative novels from a variety of cultures, from the eighteenth century to the present. Students will learn to analyze the structure, techniques, and themes of the novels through discussion, research, and written assignments. Prerequisite: ENGL 102.

Spring

3 hours lecture and discussion

3 credits

ENGL 222 Introduction to Dramatic Literature: Studies drama as a literary form, including critical analysis of representative plays from classical Greek to contemporary drama. Students learn to identify and discuss dramatic elements, structure, style, and multi-cultural traditions in dramatic literature; and complete a research project. Prerequisite: ENGL 102.

Spring

3 hours lecture and discussion

3 credits

ENGL 305 Broadcast Writing: Focuses on the principles and process of writing informative, persuasive, news, and public affairs copy for radio and television broadcast. Teaches students to apply interviewing and reporting techniques to a variety of story forms and script formats for radio and television. Special emphasis will be placed on writing for the eye and ear, news and documentary/feature reporting, and script formats. In addition to analyzing professional and peer-written scripts, students will complete a term project that involves researching, organizing,

and writing a 30-minute news or documentary program for radio or television. Class members will be encouraged to apply what they have learned by creating news and feature broadcasts for the College radio station. Prerequisite: ENGL 209 or ENGL 210, or consent of instructor.

Fall

3 hours lecture and discussion

3 credits

ENGL 315 Special Topics in Creative Writing: Provides techniques to develop writing projects that fulfill the needs of the marketplace. Topics will vary, and may include poetry, short fiction, screenwriting, or playwriting. Current topics are *Screenwriting* (ENGL 315A), *Playwriting* (ENGL 315B), *Creative Non-Fiction* (ENGL 315C), and *Creative Writing: Fiction* (ENG: 315D) and *Creative Writing* (ENGL 315E). Students will develop projects that are suitable for submission to a publisher or producer. Prerequisite: ENGL 211.

Spring

3 hours lecture and discussion

3 credits

ENGL 328 Children's Literature: Explores the development of children's literature in Western culture. A variety of types of children's literature from classical fables and fairy tales through the Modern era will be discussed. Also included in this course is the development of standards for the selection of such literature for various age groups ranging from preschool through seventh grade. Prerequisite: ENGL 102.

Fall and Spring

3 hours lecture and discussion

3 credits

ENGL 330 Great Themes in Literature: Focuses on the study of a specific theme as represented in selected short stories, novels, plays, films, and non-fiction. Students will analyze, discuss, and complete writing assignments, including a research project, about varying themes from semester to semester. Current topics are *Nature and the Environment* (ENGL 330A), *Heroes and Heroines* (ENGL 330B), *Utopia/Dystopia* (ENGL 330C), and *Food For Thought* (ENGL 330D). Upon completion of this course, students will be able to analyze common thematic content in a variety of genres. Prerequisite: ENGL 102. (Depending on instructor, may need consent.)

Fall and Spring

3 hours lecture and discussion

3 credits

ENGL 333 Advanced Study in Literature: Devotes an entire semester to selected works of a particular writer. This in-depth study combining text and media will require students to read, discuss, analyze, and write about selected works from noted writers. Writers and selected works will vary from semester to semester. Prerequisite: ENGL 102.

Fall and Spring

3 hours lecture and discussion

3 credits

ENGL 335 Technical Writing: Examines the processes and procedures of researching, writing, and formatting technical documents. Assignments include instructions, audience analysis, usability testing, proposals, progress reports, recommendation reports and process descriptions. Prerequisite: ENGL 102.

Fall

3 hours lecture and discussion

3 credits

Environmental Science

ENVT 210 GIS/GPS: Provides a hands-on introduction to the fundamentals of geographic information systems (GIS) and global positioning systems (GPS). Includes the processes of capturing, editing, storing, managing, and analyzing data using GIS as well as model development and information display. Addresses the techniques of collecting GPS data and using the data in GIS. Prerequisite: CIS 106.

Fall

(\$65 fee)

3 hours lecture

3 credits

ENVT 211 GIS Applications, Select Topics: Explores geographic information system (GIS) applications and case-studies in areas such as homeland security, emergency planning and response, water resources, earth sciences, interpolation techniques, forestry, and biological sciences. Each offering will focus on a specific topic. Consult current course offerings for each semester's topic. Prerequisite: ENVT 210

Spring

1 hour lecture and laboratory

1 credit

ENVT 215 Environmental Ethics: Introduces the basic concepts in ethics and major environmental ethical theories. Includes case studies of ethical debates of contemporary environmental issues. Prerequisites: BIOL 112, BIOL 214, or PHSC 110, or consent of instructor.

Fall

3 hours lecture and discussion

3 credits

ENVT 225 Environmental Policy and Management: Focuses on the major pieces of environmental legislation; the relationship between local, state, and federal agencies; industry responsibilities and options under existing law; the role of interest groups and the public in environmental decision making; and emerging issues at the national and international level. (Formerly IDS 225.)

Fall

3 hours lecture and discussion

3 credits

ENVT 305 Soils Science: Introduces the various properties and classifications of types of soil. Acquaints the student with laboratory procedures to illustrate these

principles by performing laboratory analyses, mathematical problems, and making observations from demonstrations and experiments. Provides the student with an understanding of soil as a component of the ecosystem and how to apply this knowledge to fully understand its impacts on ecosystems. Prerequisites: CHEM 105 and PHSC 201.

Fall

(\$100 fee)

3 hours lecture and discussion

3 credits

ENVT 325 Environmental Law: A survey of the basic principles and fundamental laws and regulations that are part of what is commonly known as environmental law and natural resource law. It is intended to introduce environmental resource management professionals and other interested students to the environmental laws that are being implemented and enforced at the international, national, and state level. Lectures include special emphasis on environmental law and policy in Pennsylvania. Prerequisite: ENVT 225 is recommended.

Spring

3 hours lecture and discussion

3 credits

ENVT 328 Hydrology: This course introduces basic principles and applied aspects of surface and ground water hydrology. Emphasis is on developing an understanding of watershed processes. The course offers both conceptual and quantitative descriptions of the hydrologic cycle. A weekly three-hour laboratory introduces students to the techniques of applied hydrology. Prerequisites: MATH 113, MATH 205, PHSC 201, and CHEM 105.

Spring

(\$100 fee)

3 hours lecture, 3-hour laboratory

4 credits

ENVT 423P Environmental Resource Management Internship Preparation:

Prepares the student for the identification, placement, and successful completion of a 240-hour, 6-credit internship required by the Professional Studies: Environmental Resource Management B.S. curriculum. Prerequisite: Consent of curriculum coordinator.

Spring

6 hours lecture and discussion

0 credits

ENVT 423 Environmental Resource Management Internship: Provides supervised exposure to the work environment and practical experience through a 240-hour internship at one or more pre-approved sites. The internship will typically be completed during the summer between the junior and senior years. Prerequisites: ENVT 423P and consent of curriculum coordinator.

Fall, Spring and Summer

6 credits

ENVT 440 Case Study Field Trip: Examines case studies in environmental resource management through field trips and directed readings. (Travel during

weekends and/or spring break will be required. The student is responsible for the cost of meals, lodging, transportation, and incidentals.) Prerequisites: BIOL 328, ENVT 328, and PHSC 201; or consent of instructor.

Spring

(\$100 fee)

1 credit

ENVT 445 Watershed Resource Management: Fulfills the senior capstone experience requirement for students enrolled in the Bachelor of Science in Professional Studies: Environmental Resource Management program. This course includes senior research projects and case study of the Tunkhannock Creek watershed. Consent of curriculum coordinator required.

Spring

(\$100 fee)

3 hours lecture and discussion

3 credits

ESL Connection Courses

ESL Connection 101 Advanced Academic Writing/TOFEL Preparation:

Serves as a pre-English 101 writing class emphasizing appropriate organization and style for a variety of academic writing situations. Emphasis is on grammar, vocabulary and rhetorical styles. The course covers aspects of the TOFEL that will help students become better writers as well as achieve the TOFEL score needed to be fully accepted by the College. The course meets five hours per week.

5 hours lecture and workshop

3 credits

ESL Connection 102 Academic Success Reading Seminar: Uses reading as a basis for discussion, debate and individual presentations. Students will increase vocabulary and reading speed in addition to practicing how to interact in U.S. classroom discussion and how to prepare and make presentations. The course meets five hours per week.

5 hours lecture and workshop

3 credits

Film

FILM 110 Introduction to Cinema: Introduces the concepts of filmmaking, including production organization, techniques of pre-production, principal photography, post-production, and literary and philosophical concepts of messages in film texts. Students view films, write analyses, and create outlines and projects demonstrating understanding of the vocabulary of filmmaking.

Fall

4 hours lecture and discussion, and screening

3 credits

FILM 350 Special Topics in Film: Examines a variety of themes, genres, and/or concepts in feature films. Students view films, write analyses of the films, and

actively research concepts discovered through class discussion. Students are expected to understand the interaction between film as a medium and the topics being studied. Prerequisite: ENGL 102.

Spring

4 hours lecture, discussion, and screening

3 credits

Geography

GEOG 101 Introduction to Geography: Surveys the earth's political, social, cultural, and economic patterns and their relationship to the earth's physical features. Examines the location of the earth's physical features, stresses the location of nations and cities, rivers, seas, and oceans and introduces geographic terms, tools and methods. Explores the history and current political climate of the major areas of the world and discusses the exploitation of the earth's resources.

Spring

3 hours lecture and discussion

3 credits

GEOG 340 Cultural Geography: Introduces students to the geographical perspectives which influence the spatial distributions of human activities and impact culture. Investigates geographical processes that account for cultural patterns such as folk and popular culture, language, religion, gender, politics, urban and rural land use, and economic development. Measures the impact of globalization and technology, and the resulting impact on cultural phenomena.

Spring

3 hours lecture and discussion

3 credits

History

HIST 101 The Making of the Modern World: Examines the social, political, and economic origins of the modern world from 1900 through the Cold War. Special emphasis is placed on the impact of colonialism, WWI, Communism, Fascism, WWII, and the Cold War.

Fall and Spring

3 hours lecture and discussion

3 credits

HIST 102 Western Civilization: Studies the establishment and progress of civilization. Topics include Greek, Roman, medieval civilizations, and the beginnings of modern times through the seventeenth century.

Spring

3 hours lecture and discussion

3 credits

HIST 109 United States History I: Examines the colonial, revolutionary and

national history of the United States from the 16th through the Civil War. Explores European arrival and exploration of the New World and its resulting impact on native civilizations; the development of colonial political institutions; the American Revolution; the writing of the Constitution; the Federalist period; the impact of slavery; causes of the Civil War; and the Civil War.

Fall and Spring

3 hours lecture and discussion

3 credits

HIST 110 United States History II: Studies American history from Reconstruction through the present time. Focuses on significant values and principles that support the social, economic and political themes of the periods and their impact on contemporary American. Examines industrialization; territorial expansion (and its impact on Native Americans); Progressivism; the evolution and significance of race relations; World wars I and II; and the emergence of the United States as a world power.

Fall and Spring

3 hours lecture and discussion

3 credits

HIST/POSC 302 Civil Rights in America: Examines the history and politics of the black civil rights movement from Reconstruction to the present. The contemporary civil rights issues of gender, sexual orientation, and affirmative action will also be considered. HIST 110, POSC 101, or POSC 201 is recommended prior to taking this course. This course is writing intensive.

Spring

3 hours lecture and discussion

3 credits

Hospitality Management

HOSP 101 Basic Food Production: Provides basic knowledge of the composition of food and the changes that occur during the cooking process, including sanitation application, classical sauce and soup making, knife cuts, cooking methods, equipment identification, and production methods.

Spring

(\$120 lab fee)

1 hour lecture and discussion, 6 hours laboratory

3 credits

HOSP 103 Introduction to Hotel and Restaurant Management: An introduction for students interested in hospitality management and travel/tourism management by viewing the entire industry which includes, but is not limited to, hotel/resort management, restaurant/foodservice management, casinos, conference/convention management, and travel and tourism management. Provides general knowledge of each segment of the industry with the realization that the best planning for career choices comes from the knowledge of the diverse markets.

Fall

3 hours lecture and discussion

3 credits

HOSP 104 Food and Labor Cost Control: Comprehension of the techniques of control used in food service management to show the relationship of food and labor costs to selling prices, cost control procedures for menus, purchasing, receiving, sorting, issuing, production and revenue controls. Menu and portion costings, preparation of daily reports to management. Gross and net dining room and cafeteria cost percentages as used in the food service industry. Preparation of butcher tests, precost, precontrol techniques, inventory turnover and controls, monthly reports and adjustments.

Fall

3 hours lecture and discussion

3 credits

HOSP 108 Food Service Sanitation: Comprehension of food-borne illness, food preparation, equipment procedures, personal hygiene, and OSHA and HACCP regulations. Mandatory completion of certification is offered by the Educational Institute and the National Restaurant Foundation. Students must attend a one hour seminar provided by the USDA.

Spring

2 hours lecture and discussion

2 credits

HOSP 109 Nutrition: Analysis of the functions and food sources of nutrients; nutrient utilization in human metabolic processes; and the application of nutrition to critical periods throughout the life span. Introduction to food composition and guidelines used in the assessment of food practices such as the Recommended Dietary Allowances, and the United States Department of Agriculture Food Guide. Students will be guided through the development of their own diet plan as determined by their suggested weight for optimum health.

Fall

3 hours lecture and discussion

3 credits

HOSP 110 Service Management: Emphasizes the importance of customer service in the hospitality industry through specific management training programs. Importance is placed on a revolutionary look at guest services as an art form and the financial impact within the industry. The goal is to incorporate a new way of thinking in the service industry including, but not limited to, lodging and restaurants. Mandatory completion of certificate program, offered by the Federation of Dining Room professionals is required.

Fall

2 hours lecture, 2 hours lab

2 credits

HOSP 202 Bar and Beverage Management: This course is designed to provide students with the practical knowledge needed to manage a bar or beverage operation. The course presents principles and theories to support and reinforce the practical aspects. Certificates are awarded through the PLCB-RAMP and Health

Communications - T.I.P.S.

Spring

(\$75 fee)

3 hours lecture, lab, and discussion

3 credits

HOSP 223P Hospitality Seminar: Designed to initiate the pre-internship process to hotel and restaurant management students. Students will research professional internship placement, create a professional resume and cover letter, and apply the interviewing process. Approval for practicum must be granted by the curriculum coordinator prior to beginning the HOSP 223 experience. Prerequisite: 13 credits in hotel and restaurant management.

Fall/Spring

Grading: Pass/Fail

1 hour lecture and discussion

1 credits

HOSP 223 Hospitality Field Experience: A 400-hour professional practicum at an approved site. Emphasis on enhancing the student's role as manager-in-training in both the BOH and FOH within a professional hospitality site. Upon completion of the 400-hour internship at the specified site, students will have an understanding of the basic functions within the hospitality segments; failure to complete the internship will prevent degree completion and graduation. Prerequisite: 13 credits in hospitality courses.

Fall, Spring, or Summer

Grading: Pass/Fail

400 hours practicum

2 credits

HOSP 224 Meeting and Convention Planning: Introduction to the meeting and convention industry. Discusses both traditional and current trends. Instructs in the basic framework for planning a meeting, convention, or exposition. Students will assist in planning either one on-campus or off-campus event

Fall

3 hours lecture and discussion

3 credits

HOSP 225 Purchasing for Hospitality Industry: Discusses the principles and techniques of purchasing both food and non-food supplies applicable to the food industry. Purchasing ethics are discussed in addition to specifications for all items. Location and arrangement of equipment for efficient utilization of space and development of work flow patterns to meet operational requirements.

Fall

3 hours lecture and discussion

3 credits

HOSP 227 Hospitality Law: Studies the legal risks and liabilities of hotel and restaurant operators, including innkeeper and guest, landlord and tenant, liquor, sanitation, labor and other laws applicable to hotel and restaurant operations; insurance coverage for the protection of hotel and restaurant operators from the various liabilities inherent to these types of operations; and safety measures

necessary to protect guests and employees from legal harm.

Spring

3 hours lecture and discussion

3 credits

HOSP 228 Hotel and Lodging Operations: Discusses the fundamentals of front office procedures including receiving guests, public relations, cash control and accounting techniques, night audit, mail handling, security, sales efforts, and emergency procedures.

Spring

3 hours lecture and discussion

3 credits

HOSP 229 Executive Housekeeping and Maintenance: Discusses various housekeeping functions within the hospitality industry, including the duties of the executive housekeeper in the areas of equipment, materials and techniques of housekeeping; production standards, selection, care and use of linens; and staffing, maintenance of physical facilities.

Spring

2 hours lecture and discussion

2 credits

HOSP 240 Hospitality Operations I: Based on the management principles of controlling, planning, organizing, staffing, and leading within the hospitality industry. Includes marketing, menu development, purchasing, receiving, and storage of food, beverage service, reservations, dining room management, and kitchen management. Students will demonstrate job-related skills, self-discipline, group dynamics, and time management through various team projects.

Fall

3 hours lecture and discussion

3 credits

Minimum 40-hours practicum

HOSP 250 Hospitality Leadership: This course will focus on leadership and management in the hospitality industry. Using a leadership continuum as a framework, we will explore several different levels of leadership, from a traditional role as the head of a major corporation to more personal self-leadership style. Several different leadership models will be analyzed and applied to the hospitality industry.

Spring

1 hour lecture and discussion

1 credit

Human Resource Management

HRM 102 Introduction to Human Resource Management: Provides an overview of the field of human resource management, including the history of human resource management and its evolution to the present. Discusses the internal

and external environments shaping human resource management and its evolution from an operational role to that of a strategic business partner.

Fall and Spring

3 hours lecture and discussion

3 credits

HRM 230 Employment Law: Covers laws and legal issues which have an impact on various human resource functions such as recruitment, selection, compensation and performance evaluation. Covers the Americans with Disabilities Act, Family Medical Leave Act, Equal Employment Opportunity, and Affirmative Action. Provides an introduction to the legal environment related to employment.

Prerequisite: HRM 102.

Spring

3 hours lecture and discussion

3 credits

HRM 315 Health, Safety, and Security: Familiarizes students with federal and state agencies, and laws and regulations that govern employee safety. Covers employer policies and practices dealing with ensuring a safe work environment for employees. Provides an overview of the laws and regulations with regards to providing a safe working environment for employees. Prerequisite: HRM/BUSN 102.

Fall

3 hours lecture and discussion

3 credits

HRM 320 Selection and Placement: Examines the external and internal environments crucial in the employee selection process. Discusses the skill of forming matches between people and jobs that results in an effective workforce. Provides an overview of various methods of selecting and placing employees in an organization. Prerequisite: HRM 102.

Fall

3 hours lecture and discussion

3 credits

HRM 325 Compensation and Benefits: Covers various compensation systems including policy formulation, internal/external equity, and legal requirements. Examines methods of job analysis, writing job descriptions, determining pay structures, and conducting salary surveys. Examines legal and voluntary benefit plans including Social Security, pension, health, and the Family Medical Leave Act. Provides an overview of issues relating to compensation and benefits. Prerequisites: HRM 102 and IT 105.

Fall

3 hours lecture and discussion

3 credits

HRM 335 Labor Relations: Provides an introduction to industrial and labor relations. Discusses the development of the American labor movement, labor law, and collective bargaining agreements and negotiations. Provides an overview of

unions and laws and regulations governing them. Prerequisite: HRM 102.

Spring

3 hours lecture and discussion

3 credits

HRM 340 Human Resource Planning: Surveys the methods of selecting and planning for human resource needs at the organizational and individual level. Covers external scanning, SWOT analysis, strategy development, operational planning, and evaluation. Provides an understanding of the importance of the planning function as well as methods for carrying out the planning function. Prerequisite: HRM 102.

Spring

3 hours lecture and discussion

3 credits

HRM 345 Training and Development: Explores the training process including conducting needs assessments, training design, implementation, and evaluation. Examines theoretical and applied principles of adult learning. Researches, creates and presents a training session to students' competency as trainers. Provides an in-depth review and practice of various facets of the training function. Prerequisite: HRM 102.

Spring

3 hours lecture and discussion

3 credits

HRM 400 Organizational Development: Examines organizational culture and its social processes to provide a background for planning systematic change to improve organizational effectiveness and performance. Examines and discusses various models to provide a method for improving the organizational operations as well as maintaining employee morale issues. Examines various methods of conducting change efforts within organizations. Prerequisites: HRM 102 and senior status for HRM students or consent of the instructor. This is an on-line course.

Fall

3 hours lecture and discussion

3 credits

HRM 423 Internship: Emphasizes work experience in a human resource department. Places students in a work environment where they can utilize their classroom knowledge and experience in a true working situation. Prerequisite: consultation with curriculum coordinator during junior year. Selection of work experience determined by academic background and interviews.

40 practicum hours required per credit

3 - 6 credits

HRM 445 Current Topics in Human Resource Management: Serves as the capstone course for human resource management majors. Integrates and applies the human resource and business courses required for the major to cases and issues addressed in the field. Synthesizes knowledge of human resources and business principles and practices by applying knowledge to issues of current concern in the field of human resource management. Requires completion of a professional portfolio. Students demonstrate level of human resource management knowledge

by successfully applying knowledge, skills, and abilities to solve HR problems.

Prerequisite: open to fourth-year HRM students only.

Fall

3 hours lecture and discussion

3 credits

Human Services

HSER 210 The Helping Relationship: The course introduces the essential components of a helping relationship along with assisting the student to develop skills for helping. Course work will focus on the following: observation skills and the recording of behavior; core elements of the helping relationship; effective communication skills; intervention skills appropriate to each phase of the helping relationship; giving and receiving feedback on the utilization of helping skills; and self-assessment. The course also provides a forum for professionals in the human service field to address interactions with specific child and family client populations.

Fall

3 credits

3 hours lecture and discussion

HSER 212 Human Services Systems: Provides students with an orientation to the systemic functioning of human services programs. Emphasis is on program development, funding opportunities, governing regulations, and the range of services provided to child and family human service populations. Strategies for linking consumers with needed services are explored. Evaluation of gaps in services as a means of facilitating new program design is discussed. Prerequisite: HSER 210.

Spring

3 credits

3 hours lecture and discussion

HSER 423 Field Experience: Provides students with a 120-hour placement in a human services agency related to the student's area of interest (i.e., education, children and youth, criminal justice settings). Under the supervision of a human services professional, students work within the agency setting to complete the assigned tasks. Prerequisite: HSER 210 and HSER 212.

Fall

3 credits

120 hours

Independent Study

1--, 2--, 3--, or 4-- Independent Study: Independent study courses are offered in all disciplines. They provide students the opportunity to use their initiative to go beyond the boundaries of normal classroom learning. Student projects or research must be planned in conjunction with a cooperating instructor and must receive final approval from the Dean of the College. Independent study courses are available to students

after the first semester of study. They may be taken on a pass/fail or a letter-grade basis. If the pass/fail option is chosen, passing grades must be the equivalent of “C” or better. Credits assigned to an independent study project are variable and depend on the amount of work entailed in the project. Students must have final approval prior to registering for the independent study course.

Information Technology

IT 101 Introduction to Information Technology: Introduces Information Technology concepts including data management and structures, networks, Internet, data communications, application development, and logical design methods.

Fall

3 hours discussion, demonstration, and hands-on assignments 3 credits

IT 105 PC Office Applications: Provides an introduction to computer software packages used in business-related applications. Focus will be placed on the development of skills using Windows®, word processing, spreadsheets, database management systems, the World Wide Web, and other common application packages.

Fall and Spring

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 110 Introduction to Programming: Introduces microcomputer programming utilizing Visual Basic for Applications programming language, structured programming techniques, and program code utilizing event-driven programming. Prerequisite: IT 101.

Spring

3 hours discussion, demonstration, and hands-on assignments 3 credits

IT 120 Web Programming I: Provides the tools and knowledge necessary to design and manage a World Wide Web site. Students will learn how to use a text editor to create content for the World Wide Web using the Hypertext Markup Language (HTML). The capstone of the course is the design of a fully functional Web site by each student. Corequisite: IT 101.

Fall

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 125 Web Programming II: Continues the concepts of IT 120. Students will learn how to create and manage content for the World Wide Web using cascading style sheets, JavaScript language, and Extensible Markup Language (XML). The capstone of the course is the design of a fully functional student portfolio.

Prerequisite: IT 120.

Spring

(\$40 fee)

3 hours discussion, demonstration, and hands-on assignments

3 credits

IT 200 Intermediate PC Office Applications: Provides a continuation of IT 105 with advanced study of computer software packages used in business-related applications. Focus will be placed on the advanced applications and functions of word processing, spreadsheets, and database management systems. Hands-on course activities will include integration of programs and programs with the World Wide Web. Prerequisite: IT 105 or instructor consent.

Fall and Spring

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments

3 credits

IT 205 Database Management Systems: Studies management, file, and data structures involved in the design, implementation, and use of a database management system. Topics include file organization, data structures, program development, and security of data in creating, maintaining, and accessing a database. Prerequisite: IT 101.

Fall

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments

3 credits

IT 206 Database Management Systems II: Provides a continuation of IT 205 with advanced topics of design, implementation, and use of database management systems. This course involves skills in the design and development of information systems and their application and combines form and report components into a single integrated system. Advanced PL/SQL language is used to improve performance and maintenance of database applications. Basic Database Administration tasks using Oracle9i Enterprise Manager are discussed. Prerequisite: IT 205.

Spring

(\$40 fee)

3 hours discussion, demonstration, and hands-on assignments

3 credits

IT 225 Spreadsheets and Databases: Provides an introduction to computer software packages used in business-related applications. Focus will be placed on the development of skills and knowledge for the use of spreadsheets and databases applications. Emphasis will be placed on the use of formulas, functions, and graphs in spreadsheets and the use of tables, queries, forms, and reports in databases. Prerequisites: IT 101 and IT 120.

Spring

(\$40 fee)

3 hours discussion, demonstration, and hands-on assignments

3 credits

IT 250 Networking I: Provides an introduction to software and hardware requirements needed to be able to communicate across a network. Topics include

the structure and technologies of computer networks, transmission of signals, topologies associated with cabling, Ethernet media access techniques, collision and broadcast domains, and mechanics of IP addressing. Discussion, laboratory assignments, skills-based assessment, and presentations are required.

Fall (\$40 fee)
3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 251 Networking II: Provides a continuation of the software and hardware requirements to be able to communicate across a network. Topics include an introduction to routing technology, routing theory and router configuration including RIP and IGRP routing protocols, distance vector and link state routing theory, routing loop issues, routing concepts, TCP/IP basics, IP addressing, security, and basic router configuration. Discussion, laboratory assignments, skills-based assessment, and presentations are required. Prerequisite: IT 250.

Spring (\$40 fee)
3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 300 Advanced PC Office Applications: Continues the concepts in IT 200 and covers advanced topics within word processing (Word), spreadsheets (Excel), and database concepts (Access). Topics include development of on-screen forms, macros, advanced table techniques, and management of long documents through cross-referencing, indexes, and tables of contents. Students learn advanced spreadsheet techniques including problem solving, scenario management, importation of data, and automation techniques using macros and visual basic code. Database topics include cross tab, unmatched and action queries, and task automation with macros and Visual Basic for Applications code. Hands-on lab activities provide exposure to business applications to prepare students for business and industry usages. Prerequisite: IT 200.

Spring (\$40 fee)
3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 310 Electronic Commerce: Examines the history of the Internet and the World Wide Web, technologies for e-commerce, business strategies for Internet marketing and advertising business opportunities in a global market, legal issues, and the role of e-commerce in our economy and society. Case studies and business examples complement conceptual coverage to provide a real-world context. Prerequisites: IT 120 and IT 125.

Fall (\$40 fee)
3 hours discussion, demonstration, and hands-on assignments 3 credits

IT 320 Programming with Scripting Languages: Introduces scripting technologies used in the development of Web sites. Client and Server side scripting, Object oriented programming, Data Storage concepts, Control Structures, Functions

and Procedures, and Active Server Pages are studied. Students will be required to develop a fully functional Web site upon completion of this course. Prerequisites: IT 120 and IT 125.

Fall

(\$40 fee)

3 hours discussion, demonstration, and hands-on assignments

3 credits

IT 325 Business Programming I: Introduces object-oriented programming and creation of the Graphical User Interface. Topics include form design, data handling, logical decisions, and creation of classes, with an introduction to arrays. Prerequisites: MATH 102, IT 101, IT 125 and IT 205.

Fall

(\$40 fee)

3 hours discussion, demonstration, hands on assignments

3 credits

IT 326 Business Programming II: Provides topics in object-oriented programming including graphics and animation, saving data and object in files, with an emphasis on full integration with database technology. Students will create a fully integrated project upon completion of this course. Prerequisites: IT 325.

Spring

3 hours discussion, demonstration and hands-on assignments

3 credits

IT 335 Electronic Spreadsheets: Examines the use of electronic spreadsheets in business planning/forecasting and problem-solving. Emphasis is on creation of models, use of formulas and functions, linking spreadsheets to business reports, graphing, and creation of macros. Prerequisite: ACCT 108 or ACCT 110 and ACCT 103.

Spring

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments

3 credits

IT 345 Networking Cisco Certified Network Associate I (CCNA), Semester 1: This course is designed to provide students with the knowledge required to pass the Cisco CCNA certification exams. Specific areas of study include: in-depth study of the Open System Interconnection (OSI) reference model, WAN's, LAN's, Router components, configuration, routing protocols, network troubleshooting, TCP/IP and IP Addressing. Prerequisite: IT 251.

Fall, La Plume campus only

(\$40 fee)

3 hours discussion, demonstration, hands-on assignments and 3 hours lab

3 credits

IT 346 Networking Cisco Certified Network Associate II (CCNA), Semester 2: This course is designed to provide students with the knowledge required to pass the Cisco CCNA certification exams. Specific areas of study include: in-depth study of Lan Switching, VLAN's, LAN Design, IGRP Routing Protocols, Access Control Lists (ACLs), WAN's and WAN design, Novell IPX, ISDN, Frame Relay technology

and Network Management issues. Prerequisite: IT 346.

Spring, La Plume campus only

(\$40 fee)

3 hours discussion, demonstration, hands-on assignments, and 3 hours lab 3 credits

IT 401A Implementing and Supporting Microsoft® Windows® 2003

Professional: Provides students the skill necessary to deploy and support Microsoft® Windows® 2003 Professional in a variety of stand-alone and network operating system environments. IT provides in-depth, hands-on training for prospective and current Information Technology (IT) professionals who will be responsible for the planning, implementation, management, and support of Windows® 2003 Professional. This course is based on the final, retail release of Windows® 2003 Professional. This course will help the student prepare for the following Microsoft® Certified Professional exam: Exam 70-270, Installing, Configuring, and Administering Microsoft® Windows® 2003 Professional. Prerequisites: Consent required, restricted enrollment. Corequisite: IT 402C.

Fall, La Plume campus only

(\$55 fee)

3 hours lecture, discussion, demonstration and hands-on assignment 3 credits

IT 402C Managing and Maintaining a Microsoft® Windows® Server® 2003

Environment: Provides students with the knowledge and skills needed to manage accounts and resources in a Microsoft® Windows® Server® 2003 environment. These tasks include managing user, computer, and group accounts; managing access to network resources; managing printers; managing an organizational unit in a network based on Active Directory® service; and implementing Group Policy to manage users and computers. Additionally students are provided with the knowledge and skills that are needed to effectively maintain server resources, monitor server performance, and safeguard data on a computer running one of the operating systems in the Microsoft® Windows® Server® family. This course will help the student prepare for the following Microsoft® Certified Professional Exam: Exam 70-290, Managing and Maintaining a Microsoft® Windows® Server® 2003 Environment. Prerequisites: Consent required, restricted enrollment. Corequisite: IT 401A.

Fall, La Plume campus only

(\$55 fee)

3 hours lecture, discussion, demonstration and hands-on assignments 3 credits

IT 403C Implementing, Managing, and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure - Network Hosts and Network Services:

Provides students with the knowledge and skills to implement, manage, and maintain a Microsoft® Windows® Server® 2003 network infrastructure. The course teaches the skills required to implement, manage, and maintain server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configuration Protocol (DHCP), Domain Name system (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates;

implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. This course will help the student prepare for the following Microsoft® Certified Professional Exam: Exam 70-291, Implementing, Managing, and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure. Prerequisites: consent required, restricted enrollment. Corequisites: IT 407A.

Fall, La Plume campus only

(\$55 fee)

3 hours lecture, discussion, demonstration and hands-on assignments 3 credits

IT 404A Planning, Implementing, and Maintaining a Microsoft®

Windows® Server® 2003 Active Directory Infrastructure: Provides students with the knowledge and skills to successfully plan, implement, and troubleshoot a Microsoft® Windows® Server® 2003 Active Directory® directory service infrastructure. The course focuses on a Windows® Server 2003 directory service environment, including forest and domain structure, Domain Name System (DNS), site topology and replication, organizational unit structure and delegation of administration, Group Policy, and user, group, and computer account strategies. This course includes self-paced and instructor-facilitated components. This course will help the student prepare for the following Microsoft® Certified Professional exam: Exam 70-294: Planning, Implementing, and Maintaining a Microsoft® Windows® Server® 2003 Active Directory Infrastructure. Prerequisites: IT 401A, IT 402C, IT 403C, and IT 407A. Consent required, restricted enrollment.

Spring, La Plume campus only

(\$55 fee)

4 hours lecture, discussion, demonstration and hands-on assignments 4 credits

IT 405A Planning and Maintaining a Microsoft® Windows® Server®

2003 Network Infrastructure: Provides students with the knowledge and skills necessary to plan and maintain a Windows® Server® 2003 network infrastructure. This course will help the student prepare for the following Microsoft® Certified Professional exam: Exam 70-293: Implementing, Managing, and Maintaining a Microsoft® Windows® Server® 2003 Network Infrastructure. Prerequisites: IT 401A, IT 402C, IT 403C, and IT 407A. Consent required, restricted enrollment.

Spring, La Plume campus only

(\$55 fee)

4 hours lecture, discussion, demonstration and hands-on assignments 4 credits

IT 406A Designing Security for Microsoft® Networks: Provides students with the knowledge and skills to design a secure network infrastructure. Topics include assembling the design team, modeling threats, and analyzing security risks in order to meet business requirements for securing computers in a networked environment. The course encourages decision-making skills through an interactive tool that simulates real-life scenarios that the target audience may encounter. You are given the task of collecting the information and sorting through the details to resolve the given security requirement. This course will help the student prepare for the following Microsoft® Certified Professional exam: Exam 70-298: Designing

Security for a Microsoft® Windows® Server 2003 Network. Prerequisites: IT 401A, IT 402C, IT 403C, and IT 407A. Consent required, restricted enrollment.

Spring, La Plume campus only

(\$55 fee)

4 hours lecture, discussion, demonstration and hands-on assignments 4 credits

IT 407A Deploying and Managing Microsoft® Internet Security and

Acceleration Server 2003: Provides Information Technology (IT) students with the knowledge and skills to deploy and manage Microsoft Internet Security and Acceleration (ISA) Server 2003 in an enterprise environment. This course will help the student prepare for the following Microsoft® Certified Professional exam: Exam 70-227: Installing, Configuring, and Administering Microsoft® ISA Server 2003. Prerequisites: Consent required, restricted enrollment. Corequisite: IT 403C.

Fall, La Plume campus only

(\$55 fee)

3 hours lecture, discussion, demonstration and hand-on assignments 3 credits

IT 410 Project Management: Provides an understanding of what project management means and how it improves the success of information technology projects. Topics covered include the triple constraint of project management, the project life cycle, work breakdown structures, network diagrams, cost estimates, critical path analysis, critical chain scheduling, quality control, motivation theory, risk management, and team building. Discussion, research, comprehensive project plans, and presentations are required. Discussion, research, comprehensive project plans, and presentations are required. Prerequisite: IT 326.

Fall

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 420 System Analysis and Design: Studies the analysis and design of information processing systems. Emphasis is placed on the tools and techniques during each phase of the systems development life cycle. A team approach will be utilized using CASE tools to analyze and design a system for business-related problems. Prerequisite: IT 326.

Fall

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments 3 credits

IT 423 Information Technology Internship: Offers students opportunities for work experience in an information technology field. Prerequisite: open to senior information technology majors only.

Fall and Spring

40 hours practicum = 1 credit

1 - 6 credits

IT 440 Business Programming III: This class is currently under development. Prerequisite: IT 326.

Fall

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments

3 credits

IT 441 Business Programming IV: This class is currently under development.

Prerequisite: IT 440.

Spring

(\$40 fee)

3 hours demonstration, discussion, and hands-on assignments

3 credits

IT 450 Current Topics in Information Technology: Explores in detail the historical perspective, current issues and trends, and future development in the field of information technology. The role of information technology in the various areas of industry, business, and education, will be examined and discussed. Guest lecturers from their respective fields will supplement the course and share their valuable expertise to prepare students for careers in information technology. Corerequisite: IT 420.

Spring

3 hours demonstration, discussion, and hands-on assignments

3 credits

Interdisciplinary Studies

IDS 101 The First-Year Seminar: The Keystone Experience: Provides an introduction to the purpose and importance of the college experience and an opportunity to explore issues and topics essential for an aware and examined life. This course is a requirement for all first-year students. Every effort is made to place students in an IDS section related to their major. Students who transfer into Keystone College with at least 24.0 credits are exempt from IDS 101.

Fall and Spring

3 hours lecture and discussion

3 credits

Leadership

LEAD 110 Foundations of Leadership: The course examines a broad range of leadership concepts, theories, and models. Students will understand the need for effective leadership within all personal and professional environments. The course examines current thinking about the concept of leadership. It is intended for people who aspire to improve their leadership skills and knowledge or who anticipate working with others within the socio-cultural systems of the world. It provides the basic knowledge and the foundations required to satisfactorily complete subsequent leadership courses.

Fall and Spring

3 hours lecture and discussion

3 credits

LEAD 310 Profiles in Leadership: Students in this course will engage in a comprehensive study of leaders, current and in the past. The class will explore practical examples of leadership and compare and contrast leadership styles, traits,

behaviors, and effectiveness through leaders' biographies. Particular attention is given to examining the leadership styles.

Fall

3 hours lecture and discussion

3 credits

LEAD 410 Dynamics of Leadership Application: This course offers practical application of the knowledge and skills developed in prior studies of leadership. Students, individually, will synthesize and evaluate the leadership knowledge and performance of themselves. This course will examine the evolution of leadership thought, the various methods of improving leadership performance through analytical decision-making, and current issues in leadership.

Spring

3 hours lecture and discussion

3 credits

Mathematics

MATH 101 Basic Algebra: Investigates real number operations, exponents, linear equations and inequalities, polynomials, factoring, rational expressions and equations, and verbal applications. Emphasizes drill in computational algebra. This course does not count as a Math/Science Elective.

Fall, Spring, and Summer

3 hours lecture and discussion

3 credits

MATH 102 College Algebra: Expands upon basic algebraic concepts to include systems of equations and inequalities, radicals, complex numbers, linear and quadratic functions and their graphs, and logarithms. Emphasizes drill in higher order computational algebra. Prerequisites: one year of high school algebra, or MATH 101 with a grade of "C" or better, or consent of the instructor.

Fall, Spring, and Summer

3 hours lecture and discussion

3 credits

MATH 110 Trigonometry: Investigates angles, triangles, trigonometric functions and equations, radian and degree measurements, circular functions, graphs, identities, vectors, complex numbers, polar coordinates, parametric equations, and applications. Prerequisite: MATH 102 with a grade of "C" or better or two years of high school algebra, or consent of the instructor.

Fall

3 hours lecture and discussion

3 credits

MATH 111 College Mathematics: Investigates set theory, number theory, modular systems, probability, and an introduction to statistics. Emphasizes problem solving in finite mathematics. Prerequisites: one year of high school algebra, MATH 101

with a grade of “C” or higher, or consent of the instructor.

Fall, Spring, and Summer

3 hours lecture and discussion

3 credits

MATH 113 Pre-Calculus: Investigates fundamentals of analytical geometry, conic sections, and functions: polynomial, rational, exponential, logarithmic, and trigonometric. Emphasizes the functional approach in solving problems. Prerequisites: two years of high school algebra or MATH 102 with a “C” or better, or consent of the instructor. (Not open to students who have passed Calculus courses with a “C” or better.)

Fall, Spring, and Summer

4 hours lecture and discussion

4 credits

MATH 200 Mathematics Throughout History: Investigates the history of mathematics, reviews contributions by various cultures, and ponders famous mathematical problems. Topics to be chosen from include ancient mathematics, mathematics in Greece, medieval China, and India, medieval Europe, mathematics of Islam, mathematics around the world, Algebra and mathematical methods in the Renaissance. Prerequisite: two years of high school algebra or MATH 102 with a “C” or better, or consent of the instructor.

Spring

3 hours lecture and discussion

3 credits

MATH 205 Statistics: Introduces frequency distributions and graphs, measures of central tendency and variation, counting techniques, probability, binomial distribution, normal distribution, confidence intervals, hypothesis testing, correlation, and regression. Emphasizes practical applications. Prerequisites: one year of high school algebra, or MATH 101 with a grade of “C” or better, or consent of the instructor.

Fall, Spring, and Summer

3 hours lecture and discussion

3 credits

MATH 225 Techniques of Calculus I: Investigates inequalities, limit theorems, continuity, derivatives of rational functions, chain rule, related rates, relative and absolute extrema, graphical and verbal applications, the fundamental theorems of calculus, area between curves, and the central conics. Emphasizes differentiation of functions of a single variable. Prerequisites: four years of high school mathematics including Algebra II and Trigonometry, MATH 113 with a grade of “C” or better, or consent of the instructor.

Fall, Spring and Summer

4 hours lecture and discussion

4 credits

MATH 230 Techniques of Calculus II: Investigates differentiation, anti-differentiation, definite and indefinite integrals, parametric equations, arc length,

polar coordinates, infinite series, Taylor series, techniques of integration of various functions: inverse, logarithmic, exponential, trigonometric, and hyperbolic. Emphasizes integration of functions of a single variable. Prerequisites: MATH 225 with a grade of “C” or better, or consent of the instructor.

Fall and Spring

4 hours lecture and discussion

4 credits

MATH 305 Communications in Mathematics: Introduces the student to the use of verbal language to communicate their thoughts, extend their thinking, and understand mathematical concepts. Written language will also be used to explain, reason, and process thinking.

2 hours lecture and discussion

2 credits

MATH 310 Discrete Mathematics: Investigates combinatorics, algorithms and complexity, and graph theory. Time will be spent on developing skills in the areas of set notation, logic, proof methods, and problem-solving techniques. Prerequisite: MATH 113 or consent of the instructor.

3 hours lecture and discussion

3 credits

MATH 314 Statistics and Research: Investigates the importance of research, variables and measurement, samples, normal distributions, and hypothesis testing. Emphasizes computers using SPSS to help organize, analyze, interpret, and present data. Prerequisite: MATH 205 with a grade of “C” or better, or consent of instructor.

Fall and Spring

(\$65 fee)

3 hours lecture, discussion, and laboratory work

3 credits

MATH 315 Modern Geometry: Involves activities and discussions in inductive and deductive reasoning in euclidean geometry, classical geometry with constructions, transformations, use of dynamical geometry software, non-euclidean geometries, three-dimensional geometry, spatial reasoning, and miscellaneous topics in geometry. Prerequisite: MATH 225 or consent of the instructor.

3 hour lecture, discussion, and laboratory work (\$65 fee)

3 credits

MATH 320 Linear Algebra: Investigates vector spaces, applications to line and plane geometry, linear equations and matrices, similar matrices, linear transformations, eigenvalues, determinants and quadratic forms. Prerequisite: MATH 225 or consent of the instructor.

3 hour lecture and discussion

3 credits

MATH 325 Abstract Algebra: Introduces abstract mathematical structures, principally groups and rings. Permutations, binary operations, equivalence relations, groups, subgroups, cyclic groups, isomorphisms, and rings will be covered. This

is an advanced mathematics course, with an emphasis on understanding abstract structures, and reading and writing mathematical proofs. Prerequisite: MATH 320 or consent of the instructor.

3 hour lecture and discussion

3 credits

MATH 330 Techniques of Calculus III: Extends the basic concepts of differential and integral calculus from one dimension to two and three dimensions. Topics include: vector calculus, functions of several real variables, partial differentiation, implicit functions, multiple integrals, line and surface integrals, and applications. Prerequisite: MATH 230 with a “C” or higher, or consent of the instructor.

3 hour lecture and discussion

3 credits

MATH 335 Differential Equations: Investigates first- and second-order equations; special functions; Laplace transform solutions; higher order equations; Fourier series; partial differential equations. Prerequisite: MATH 230 with a “C” or higher, or consent of the instructor.

3 hour lecture and discussion

3 credits

MATH 340 Number Theory: Provides an introduction to number theory.

Reading and writing proofs will be emphasized, thus enriching the student’s analytical and problem solving skills. Prerequisite: MATH 230 or consent of the instructor.

3 hour lecture and discussion

3 credits

Music

MUSC 101 Introduction to Music: Develops listening techniques based upon an understanding of the functional role of the elements in the organization of music.

Fall and Spring

3 hours lecture and discussion

3 credits

MUSC 105 Chorus: A study of choral music in both classical and popular styles. Practical experience in voice production and music performance. Students may take this course for credit more than once. When three credits have been earned, this course may be applied as an arts and humanities elective.

2 hours practicum

1 credit

MUSC 301 History of Jazz: Introduces a study of the history of jazz from its roots to its first flowering in New Orleans and Chicago and then into the Swing Era, bebop, and the many modern jazz styles. Attention will also be given to the musical

nature of jazz performance to demonstrate how to listen to jazz.

Fall and Spring

(\$35 fee)

3 hours lecture and discussion

3 credits

Paralegal

PARA 101 Introduction to Paralegalism/Ethics: Introduces the student to the paralegal profession. Topics to be discussed include the structure of the course system, career opportunities, legal terminology, and legal ethics.

3 hours lecture and discussion

3 credits

PARA 102 Legal Research and Writing I & II: Focuses on both primary and secondary research sources. Familiarizes students with statutory and case law to better understand the legal process and gain understanding of complex legal issues. Students will be exposed to and develop a working knowledge of Federal, State, and Local Legal Reporters, along with electronically assisted research. Familiarizes students with the process of legal writing. Through various exercises, the student will draft legal correspondence, memoranda, and briefs. As the position of legal assistant requires competency in legal research and writing, the course will focus on introducing the student to both research and writing simultaneously in order to produce a coherent and efficient research and writing style.

3 hours lecture and discussion

3 credits

PARA 201 Civil Litigation: Addresses the rules governing civil litigation. Topics to be discussed include jurisdiction, state and federal rules of civil procedures and evidence, motions and discovery, and the trial process.

3 hours lecture and discussion

3 credits

PARA 303 Torts: Focuses on the major principles of tort law and personal injury litigation. Upon completion the student should be able to discuss and compare the elements of negligence, intentional torts and strict liability, as well as various types of damages available and defenses to each of these types of torts.

3 hours lecture and discussion

3 credits

PARA 304 Interviewing/Interpersonal Relationships: Acquaints the student with the general principles of interviewing clients and dealing with others in a law office or legal setting. Emphasizes obtaining necessary information and conveying that information to others.

3 hours lecture and discussion

3 credits

PARA 305 Real Estate Law: Provides the student with an overview of the role and obligations of a paralegal in residential and commercial real estate practice, with emphasis on real estate transfers, loan documents, title insurance, and the buyer/

seller relationship.

3 hours lecture and discussion

3 credits

PARA 306 Domestic Relations Law: Covers the basics of laws applicable to divorce, child custody, support, and distribution of marital property. Emphasizes the role and responsibilities of the paralegal in domestic relations cases.

3 hours lecture and discussion

3 credits

Philosophy

PHIL 101 Introduction to Philosophy I: Introduces students to the foundations of philosophy, with an analysis of the Pre-Socratics, Sophists, Socrates, and Plato. Students will also learn the basic tenets of metaphysics, ethics, and epistemology.

Fall

3 hours lecture and discussion

3 credits

PHIL 102 Introduction to Philosophy II: Surveys the early Modern period through an analysis of the ideas of five major and profoundly influential figures of the time: Bacon, Descartes, Machiavelli, Hobbes, and Locke. The course also involves students in the study of epistemology, metaphysics, ethics, and political philosophy.

Spring

3 hours lecture and discussion

3 credits

Physical Education

PHED 105 Wellness and Fitness: Intended for students of all ages and abilities. Investigates concepts and current theories of wellness and fitness. Evaluates the student's current level of fitness, then assists in designing a personal fitness prescription to improve his/her cardiovascular and/or muscular fitness level.

Fall, Spring and Summer

(\$25 fee)

2 hours lecture, discussion, and activity

2 credits

PHED 111 Health Education: Studies the principles of healthful living. Topics include: recent advances in health issues, living a balanced life, attaining emotional maturity, planning a successful marriage, understanding human reproduction, creating a healthful environment, combating biological enemies, and facing today's health hazards.

Fall

2 hours lecture and discussion

2 credits

PHED 112 Standard First Aid and Personal Safety: Prepares students to meet

most real-life situations when emergency first-aid care is required and medical assistance is not immediately available. Provides knowledge and skills pertaining to personal safety and accident prevention. Successful completion results in standard Red Cross certification.

Spring

(\$25 fee)

2 hours lecture, practice

2 credits

Physical Science

PHSC 101 Physical Science I: Studies basic concepts and principles of the Earth, its makeup, and its place in the solar system. Focuses on methods of science, standard laboratory experiments to emphasize basic scientific facts and concepts, and nonstandard experiments to demonstrate the scientific method. Primarily for non-science majors.

Fall

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

PHSC 102 Physical Science II: Explores matter, its basic structure, properties, and relationship to various energy forms.

Spring

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

PHSC 103 Meteorology: Studies the composition, structure and movement of the atmosphere; primary and secondary circulation; coriolis effect; air masses, fronts and storms; weather instruments and maps; and data collection and analysis.

3 hours lecture and discussion

\$(65 fee)

3 credits

PHSC 108 Geology: Studies Earth's mineral composition, structure, and processes of formation; and the effect of these processes on materials and structures of the earth's crust. Focuses on plate tectonics, rocks and minerals, glaciation, flowing and ground water, and topographic and geologic maps.

Spring and Weekender

(\$65 fee)

2 hours lecture and discussion, 2-hour laboratory

3 credits

PHSC 109 Energy and the Environment: Studies the flow of energy in developed and underdeveloped countries. Examines present forms of energy sources. Compares the technological feasibility, within environmental and economic constraints, of fossil fuel, nuclear, geothermal, wind, tidal and solar energy sources. Critically reviews the environmental aspects of the utilization of such energy sources.

Fall and Weekender

3 hours lecture and discussion

3 credits

PHSC 110 Global Change - Introduction to Earth Systems: Provides an introduction to the Earth system, and to the forces and processes that shape the present-day global environment. Structured around three major themes: global change, time scales of change, and understanding the Earth system. Focuses on global-scale human-induced changes (global warming, loss of biodiversity, and ozone depletion) in the context of the long-term evolution and natural variability of the Earth system.

Fall, Spring and Weekender

3 hours lecture

3 credits

PHSC 201 Physical Geology: A study of the structure of Earth and the physical and chemical processes that formed it. Topics include mineral and rock properties and classification; igneous, metamorphic and sedimentary processes; plate tectonics; weathering; erosion; glaciations; landforms; and deep time. Local geology and field activities are emphasized. A two-day field trip, for which an extra fee is collected, is required. (This course is intended for students majoring in the sciences.)

Fall

(\$100 fee)

3 hours lecture, 3-hour laboratory

4 credits

PHSC 205 Earth Systems History: Introduces the geological history of biodiversity and the influence of changing Earth systems on the evolution of the biosphere. Topics include planetary formation, origin of life, atmospheric evolution, plate tectonics, and macro-evolutionary history.

Spring and Weekender

3 hours lecture and discussion

3 credits

PHSC 210 Astronomy I: Emphasizes the structure and evolution of stars, star systems, structure of galaxies, and theories in cosmology. Telescopes, astronomical instruments, light and the electromagnetic spectrum will also be studied.

Prerequisite: Math 102 or higher with a grade of “C” or higher, or consent of instructor. Astronomy I is not a prerequisite for Astronomy II.

Spring

(\$65 fee)

3 hour lecture, discussion, periodic evening observations

3 credits

PHSC 220 Astronomy II: Introduces astronomy with a concentration on our solar system. Emphasis will be on the motions, make-up and properties of the planets, asteroids, comets, and meteoroids. Telescopes, astronomical instruments, light and the electromagnetic spectrum will also be studied. Historical development of astronomy as a human endeavor will be addressed. Prerequisite: Math 102 or higher with a grade of “C” or higher, or consent of instructor.

Fall

(\$65 fee)

3 hour lecture, discussion, periodic evening observations

3 credits

Physics

PHYS 115 Flight and Aviation: Studies the basic principles of navigation, weather patterns, air traffic control, and aircraft operations. Prepares the student to pass the Federal Aviation Administration (FAA) written examination, a requirement for the private pilot certificate. Topics of study include Newton's laws of motion involving force, weight, acceleration, velocity, vectors and their resolution; Bernoulli's principle applied to gravity, lift, thrust, and drag of aerodynamic surfaces; modes of navigation, including visual and radio/radar; and meteorology, including pressure systems, lapse rates, frontal systems, types of precipitation, weather maps, and forecasting.

Spring

3 hours lecture and discussion

3 credits

PHYS 200 General Physics I: Discusses Newton's Laws, mechanics, statics, heat and sound, properties of matter, kinematics, dynamics, energy, momentum, rotation, vibration, fluids, temperature and expansion, calorimetry, heat transfer, kinetic theory of gasses, thermodynamics, wave motion, and sound. Prerequisite: MATH 113 with a grade of "C" or better or consent of the instructor.

Fall

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

PHYS 205 General Physics II: Discusses and experiments with electricity and light. Discusses modern physics, electrostatics, electric fields, direct current circuits, electromagnetism, electrochemistry, applied electricity, alternating current theory, nature and propagation of light, geometric and physical optics, applied optics, atomic structure, and nuclear energy. Prerequisite: PHYS 200 with a grade of "C" or better or consent of the instructor.

Spring

(\$100 fee)

3 hours lecture and discussion, 3-hour laboratory

4 credits

Political Science

POSC 101 American National Government: Studies the structure and operation of the American federal government. Special attention is given to an examination of the executive, legislative, and judicial branches as well as constitutional rights, elections, voting behavior and the duties of citizenship in a constitutional democracy.

Fall

3 hours lecture and discussion

3 credits

POSC 201 State and Local Government: Studies the general principles and political processes of the states and their subdivisions. Emphasis will be placed on

intergovernmental relations, state and local politics, and elections; and the executive, legislative, and judicial functions of states and municipalities. HIST 110 or POSC 101 is recommended prior to this course.

Fall and Spring

3 hours lecture and discussion

3 credits

POSC 207 International Relations: Examines international political systems and politics among the world's nation-states. Special attention given to national interests, the public institutions, private organizations, and individuals who influence international policy-making, and the special role the US constitutional democracy plays in the world, and historical and contemporary international issues. HIST 101 or POSC 101 is recommended prior to this course.

Fall/Spring - not offered every year

3 hours lecture and discussion

3 credits

POSC 210 Introduction to Public Policy: Studies general public policy concepts, as well as criminal justice policy concepts. Emphasis is placed on the policy process as developed from the US Constitution and the principles and values of the US republican form of government, the constitutional roles of official policy-makers, nongovernmental policy-makers, and contemporary criminal justice policies. HIST 110, POSC 101, or POSC 201 is recommended prior to this course.

Spring

3 hours lecture and discussion

3 credits

POSC 301 Constitutional/Criminal Law: Reviews the history and philosophy of criminal law and examines the United States Constitution, especially the Bill of Rights. Constitutional issues such as the basis for arrests, search, seizure, and disposition are explored to illustrate the court's interpretive process. Reviews law, legal institutions, criminal court procedures, and offenses against person and property. POSC 101 or POSC 201 is recommended prior to taking this course. This is a writing intensive course.

Fall

3 hours lecture and discussion

3 credits

POSC/HIST 302 Civil Rights in America: Examines the history and politics of the black civil rights movement from Reconstruction to the present. The contemporary civil rights issues of gender, sexual orientation, and affirmative action will also be considered. HIST 110, POSC 101, or POSC 201 is recommended prior to taking this course. This is a writing intensive course.

Spring

3 hours lecture and discussion

3 credits

POSC 303 Comparative Government: Introduces comparative political analysis with applications to political systems, processes, and issues in selected nation states, emphasizing those of the major powers of Europe and Asia. HIST 101 or POSC 101 is recommended prior to this course. This is a writing intensive course.

Spring (2006)

3 hours lecture and discussion

3 credits

Psychology

PSYC 101 General Psychology: Introduces and examines the major topics, methods of study, and theoretical perspectives of behavior, cognition, personality, and human adjustment.

Fall and Spring

3 hours lecture and discussion

3 credits

PSYC 200 Developmental Psychology: Surveys human development covering the life-span from conception until death, including biopsychosocial and cognitive changes that occur. Examines the major theoretical viewpoints of development. Students who complete this course may take PSYC 201 and/or PSYC 202 if they wish to study these areas in more depth. Students who take PSYC 201 or PSYC 202 first may not then take PSYC 200. Prerequisite: PSYC 101.

Spring

3 hours lecture and discussion

3 credits

PSYC 201 Child Psychology: Examines the developmental characteristics, processes, and theories pertaining to children from conception to age 12 with an emphasis on understanding the influences on development, the interactions which affect development, and the problems associated with development. There is a field component for this course. Register for EDUC100. Prerequisite: PSYC 101.

Fall

3 hours lecture and discussion

3 credits

PSYC 202 Adolescence and Adulthood: Explores developmental characteristics, processes, and theories pertaining to individuals from age 13 to death. Emphasis is on understanding both normal development and the problems that may occur during maturation and aging. Prerequisite: PSYC 101.

Fall

3 hours lecture and discussion

3 credits

PSYC 225 Psychology of Exceptionalities: Surveys developmental exceptionalities, including issues related to mental retardation, learning disabilities, and sensory impairments, and introduces concepts of normalization, inclusion, family involvement, and planning for school to work. There is a field component

for this course. Must register for EDUC 002. Prerequisite: PSYC 200 or 201.

Fall and Spring

3 hours lecture, discussion, and field visits

3 credits

PSYC 307 Social Psychology: Introduces theories, methodology, and research of social psychology, including the areas of social perception, social cognition, attitudes, interpersonal attraction, social influence, and prosocial behavior.

Prerequisite: PSYC 101.

Fall

3 hours lecture and discussion

3 credits

PSYC 311 Quantitative Methods for the Social and Behavioral Sciences:

Introduces the student to social science research. Examines the connection between collecting and examining data as well as theory and hypothesis formation. Emphasizes quantitative and qualitative methodologies of survey research, sampling, interviewing, focus groups, and case studies. Engages students in the development of a case study which integrates course components. Prerequisites: PSYC 101, MATH 102 or 111, or consent of the instructor.

Spring

3 hours lecture and discussion

3 credits

PSYC 314 Psychopathology: Surveys mental illness with an introduction to cause, diagnosis, functional behavior, and treatment. Prerequisite: PSYC 101.

Spring

3 hours lecture and discussion

3 credits

PSYC 315 Psychology of Disability: Focuses on the study of the social and psychological responses of individuals to disability. Emphasis will be given to interactions between the individual and the family, partners, helping professionals, and society. Prerequisite: PSYC 101.

Spring

3 hours lecture and discussion

3 credits

PSYC 325 Forensic Psychology: Focuses on an understanding of the roles of mental health professionals in the legal system. Course topics will include: an introduction to forensic psychology, the use of psychology in civil and criminal proceedings, intervening with offenders, and ethical issues in forensic psychology.

Fall - not offered every year

3 hours lecture and discussion

3 credits

PSYC 335 Psychology of Trauma: This course focuses on the psychological and physiological human response to trauma, including, but not limited to childhood trauma, combat, natural/man-made disasters, and terrorism. This course examines normal and abnormal psychological reactions to trauma, the recovery process and

principles of mental health care for victims. The factors why some people recover from trauma rapidly while others experience long-term effects will be reviewed. The course also explores how individuals and communities respond to and recover from such events.

Spring - not offered every year

3 hours lecture and discussion

PSYC/BUSN 401 Organizational Behavior: Examines the application of psychological theory and research to the study of industrial, business, profit/nonprofit, and governmental organizations. Emphasizes the interaction of individual perceptions, group dynamics, and organizational climates. Identifies strategies to maximize the satisfaction and effectiveness of stakeholders within and among complex organizations. Prerequisite: PSYC 101.

Fall

3 hours lecture and discussion

3 credits

PSYC/BUSN 402 Supervision and Leadership: Examines current supervisory and leadership perspectives and practices as they relate to the knowledge and skills needed within contemporary organizations. Illustrates the complexities of guiding and leading a work force in today's global society through the exploration of theoretical models and real-life experiences. Integrates student knowledge about organizations and organizational behavior with the day-to-day practice of supervision and leadership, with an emphasis on proactive supervision. Prerequisite: PSYC 401.

Spring

3 hours lecture and discussion

3 credits

Religion

RELG 206 Survey of World Religions: Studies major world religions, including Islam, Buddhism, Hinduism, Taoism, and Confucianism from theological, literary, and historical perspectives. Students will expand their awareness and understanding of religions around the world by studying, researching, and writing about major texts, practices, and symbol systems.

Spring

3 hours lecture and discussion

3 credits

Science

SCI 100: Intended for students who are interested in the Biological sciences but do not have strong background in Chemistry and Biology. Prepares the students for a successful career in the sciences. Topics covered will include: study skills for the

sciences, graphing calculator use, scientific vocabulary building, scientific notation dimensional analysis, chemical equations writing and nomenclature, atomic theory, oxidation - reduction, reaction, moles, stoichiometry, and aerobic respiration/ photosynthesis. (Strongly recommended for students who are pursuing a degree in the science and who are not prepared for the rigors of the major, have tested into DVED 108 (Reading Skills), and/or are enrolled as a Master Student). This course may not be transferable. Course begins after midterm.

Fall and Summer

2 credits

Sociology

SOCI 101 Introduction to Sociology: Examines social organization, social movements, change, and the socialization process. Explores cultural unity and diversity in a pluralistic society. Examines the role of race, gender, and ethnicity in individual and national identity.

Fall and Spring

3 hours lecture and discussion

3 credits

SOCI 204 The Sociology of Social Problems: Examines social disorganization, value conflict, and personal deviation in selected problems: race, war, vested interests, crime, family, poverty, civil liberties, cities, population, and ecology. A research paper on a problem topic approved by the instructor is central to the course. Prerequisite: SOCI 101 or consent of the instructor.

Spring

3 hours lecture and discussion

3 credits

SOCI 205 The Family: Examines the family as the basic social institution in various societies, its development in American society including demographics, and the changing role of the family in society. Explores courtship, marriage, communication, conflict resolution, family and child relationships, and family problems through a lens of culture and diversity in a pluralistic society.

Fall and Spring

3 hours lecture and discussion

3 credits

SOCI 206 Sociology of Sport and Recreation: Examines sport from a social and cultural perspective. Emphasis is placed on examining how the institution of sport is a microcosm of American society, reflecting society's major cultural beliefs, and how the organization of sport reflects that of society. Prerequisite: SOCI 101.

Spring

3 hours lecture and discussion

3 credits

SOCI 301 Sociology of Diversity: Examines minority groups and diverse heritages in contemporary American society from a sociological perspective. Explores

current trends and issues in contemporary society such as immigration, assimilation, and acculturation. Prerequisite: SOCI 101, or ART 101, or ART 102.

Fall and Spring

3 hours lecture and discussion

3 credits

SOCI 350 Social Deviance: Focuses on major theories of deviance and their application to forms of deviance; integration of these perspectives; and construction of more general models of deviance. Evaluates issues that touch on our most important values and beliefs, to “see” the world in different ways. Prerequisite: SOCI 101.

Spring

3 hours lecture and discussion

3 credits

Spanish

SPAN 101 Elementary Spanish I: Provides opportunities for students to develop listening, speaking, reading, and writing skills. Through listening and repetition, the student will be able to identify sounds and imitate the pronunciation of native Spanish speakers, and will engage in basic conversations using a variety of day-to-day situations as the organized focus of language learning. Also included is an introduction to Hispanic culture and customs. Upon completion of the course, the student will be able to apply active vocabulary and grammatical structures to develop writing skills in Spanish.

Fall

4 hours lecture and discussion

3 credits

SPAN 102 Elementary Spanish II: Continues to develop the concepts from SPAN 101. Students utilize vocabulary and grammar to communicate effectively in basic survival situations, increase their comprehension of readings and their ability to answer questions, and enhance writing skills. Prerequisite: SPAN 101 or successful completion of three years of high school Spanish, or consent of the instructor.

Spring

4 hours lecture and discussion

3 credits

SPAN 201 Intermediate Spanish I: Assumes that the student has a sound background in elementary Spanish. The course includes an active review of important language facts and experiences, which lead to more complex topics. Students who have successfully attained a high level of achievement in beginning years of Spanish and who demonstrate a high level of enthusiasm toward the mastery of Spanish will continue to enhance their communicative competency and will learn new concepts to reinforce communication skills which are useful in sophisticated situations. Prerequisite: SPAN 102 or successful completion of four

years of high school Spanish, or consent of the instructor.

Fall

3 hours lecture and discussion

3 credits

SPAN 202 Intermediate Spanish II: Offers a comprehensive review of grammar structure while developing students' reading, writing, listening, and speaking skills. Using Spanish appropriately in real-life situations by emphasizing oral communication skills and language skills through reinforcement and expansion of vocabulary is a major focus. Also included is the study of geography, music, art, literature, history, and everyday life of the Hispanic cultures. Students will further develop the ability to read and understand authentic texts from the Spanish-speaking world and will be able to articulate their observations, reactions, and opinions. Prerequisite: SPAN 201 or successful completion of four years of high school Spanish or consent of the instructor.

Spring

3 hours lecture and discussion

3 credits

Sport and Recreation Management

SRM 101 Introduction to Sport and Recreation Management: Explores the fundamentals of business and management in the sport and recreation fields. Examines many aspects of sport and recreation management from management strategies, marketing, program planning, risk management, advertising, budgeting, and financial planning. Discusses a wide variety of sport and recreation-related careers.

Fall and Spring

3 hours lecture and discussion

3 credits

SRM 201 Program Development and Planning: Provides the student with a sequential model for sport and recreational program planning, developing philosophies and goals, designing program needs, group leadership, problem solving, risk management and safety, and program facilitation, implementation, and evaluation.

Spring

3 hours lecture and discussion

3 credits

SRM 202 Facilities Management: Develops the strategies and skills necessary for effective athletic and recreational facilities design and management. Discusses fields, flooring, lighting, equipment, traffic flows, safety concerns, legal issues, basic planning and design, and scheduling.

Fall

3 hours lecture and discussion

3 credits

SRM 223P Field Experience Preparation: Introduces students to professions in the sport and recreation fields. Assembles students' professional portfolios by completing a resume with supporting documentation. Practices the process of applying for job placement.

Spring

1 hour lecture and discussion

1 credit

SRM 223 Internship: A 320-hour internship/practicum at an approved site must be completed to fulfill graduation requirements in the SRM curriculum. Approval for the internship must be granted by the curriculum coordinator prior to beginning the experience. Prerequisites: SRM 101, SRM 201, and SRM 223P.

Fall, Spring, and Summer

320 hours practicum

0-6 credits

SRM 250 Bridge Experience in Sport and Recreation Management: Requires students to assimilate and integrate material from all of their major courses. Provides students opportunities for synthesis and application of the knowledge learned in previous courses through project and/or presentation. Prerequisite: open only to second-year students.

Spring

2 hours lecture and discussion

2 credits

SRM 301 Foundation of Therapeutic Recreation: This course will acquaint the student with the profession of therapeutic recreation, including the history, philosophy, settings, and populations served. Students will explore the issues, concepts and perspectives that provide the understanding of TR as a health-related profession. Basic client assessment and program delivery techniques will be reviewed. Prerequisites: BIO 105 and BIO 106.

Fall

3 hours lecture and discussion

3 credits

SRM 303 Legal Issues in Sport: Provides students with background in the legal system, constitutional law, contract law, tort law, risk management, product liability, and administrative and statutory law as it pertains to sport, recreation, and fitness. Explores pertinent topics such as coed competitions, anti-trust laws, equal opportunities, and Title IX.

Fall

3 hours lecture and discussion

3 credits

SRM 305 Sport Promotion and Marketing: Provides students with an in-depth view of marketing practices, procedures and operations as they pertain to professional, college and recreational sport organizations and enterprises. Familiarizes students with the challenges of fundraising, sponsorship,

merchandising, sport consumer demographics, and behavior. Explores the role of the media, promotions of special events, and venue and event management.

Fall

3 hours lecture and discussion

3 credits

SRM 307 Principles of Coaching: Explores non-sport specific coaching principles from youth sports through the collegiate level. Includes the growth and development of players, the psychology of coaching, risk management techniques, program administration, and social and ethical issues. Students will explore coaching as a career (both full-time and part-time). Examines practice and game philosophies.

Fall and Spring

3 hours lecture and discussion

3 credits

SRM 311 Economics of Sport Tourism: Examines the basic principles of tourism, the growth of the industry, and the importance of tourism to the national economy. Explores the impact of television and the Internet on the tourism industry and takes an in-depth look at the consumers who travel for sport and recreational opportunities.

Fall

3 hours lecture and discussion

3 credits

SRM 313 Facilitation of Leadership Activities: Examines the theoretical and practical foundations of facilitating recreational activities designed to develop leadership skills. Emphasizes experiential learning concepts, activity components, and categories of activities including self-awareness, initiative games, simulations, adventure activities, and service.

Fall

(\$100 fee)

3 hours lecture and discussion

3 credits

SRM 315 Commercial Recreation: Explores different types of commercial recreation enterprises such as sports clubs, fitness centers, country clubs and health clubs. Examines specific applications of business, management, marketing, and finance as they pertain to this segment of the industry.

Spring

3 hours lecture and discussion

3 credits

SRM 320 Applied Learning Theories for Movement and Play: In this course, students apply current learning theories and practices appropriate for teaching games and other activities that involve physical movement to elementary and middle school students. Students will learn to develop and use lesson plans for the teaching of health and physical education in elementary school settings. Observations and simulations will provide students with the theoretical and practical experiences

which will enhance their presentation of movement activities and the use of play as a learning tool

Spring

3 hours lecture and practicum

3 credits

SRM 401 Governance of Sports and Athletics: Studies the bodies that govern both professional and amateur sports. Examines the organizational structure, authority and influence of various governing bodies on sport and recreational activities; including, but not limited to, High School Athletic Associations (PIAA), the NCAA, the NBA, Professional Baseball, the NFL, the NHL, the US and International Olympic Committees and FIFA World Cup Soccer.

Spring

3 hours lecture and discussion

3 credits

SRM 402 Client Assessment in Therapeutic Recreation: Students will explore and develop an understanding of the purpose of client assessment, various methods for collecting data, and factors that influence assessments. The biological, psychological, social, spiritual, developmental, lifestyles, and environmental concerns which impact assessments will be studied.

Fall

3 hours lecture and discussion

3 credits

SRM 403 Resort Recreation: Explores the relationship of travel and tourism to sport and recreation, and the historical development of the resort recreation concept. Examines many aspects of resort property operations, the ecological and technological changes occurring in resort management, and the impact of time shares on the industry. Thoroughly discusses concepts of leisure activities for a variety of ages.

Fall

3 hours lecture and discussion

3 credits

SRM 404 Therapeutic Recreation Techniques and Delivery Methods: Students will explore principles and practices utilized in the field of therapeutic recreation. This course will discuss and allow students to observe actual clinical practice skills and techniques for TR applications. Students will explore a variety of therapeutic interventions used in treatment. This course will also help students prepare to take the examination for becoming a Certified Therapeutic Recreation Specialist.

Fall

3 hours lecture, practicum and discussion

3 credits

SRM 405 Organizational Aspects of Community Recreation: Investigates and analyzes the organizational structure of community recreation settings including city, town, and county parks and recreation departments, as well as youth service

organizations. Explores current issues and trends as they pertain to this segment of the industry.

Spring

3 hours lecture and discussion

3 credits

SRM 423 Senior Internship: A 400-500 hour internship/practicum at an approved site must be completed to fulfill graduation requirements in the SRM curriculum.

Approval for the internship must be granted by the curriculum coordinator prior to beginning the experience. Prerequisite: 90 credits including SRM 223P or SRM 423P.

Fall, Spring and Summer

400-500 hours practicum

8 credits

SRM 423P Senior Internship Preparation: Prepares students for their senior internship and assists students in finding and selecting an appropriate placement.

Spring

1 hour lecture and discussion

1 credit

SRM 450 Senior Seminar: Explores current trends and issues in the sport and recreation industry. Assimilates and integrates material from all major courses.

Guest lecturers, membership in professional organizations, participation at professional conferences, professional shadowing, volunteer work, development of a professional portfolio, and a culminating project may be included in the course format. Prerequisite: 90 credits, including 18 credits in SRM or consent of instructor.

Fall, Spring and Summer

4 hours lecture and discussion

4 credits

May be handled online based upon the location of the Senior Internship.

Theatre

THEA 104 Introduction to Theatre: Introduces elements of theatre including audience, playwriting, directing, designing, acting, crewing, and critiquing productions. Students will examine current production practices, complete a collaborative theatre project, and participate in the College productions. Students will work collaboratively to learn theatrical concepts and elements.

Fall

3 hours lecture, discussion, and 2-hours laboratory

3 credits

THEA 105 Acting I: The Basics of Performance: Introduces basic acting skills and techniques, including physical relaxation and warm-up, vocal production and diction, stage geography and movement, audition and rehearsal expectations, and theatre culture. Students are required to participate in Actor's Showcase. Demonstrates memory, emotion, listening skills, responding skills, and basic

character analysis skills in pantomime, improvisation, and monologue work.

Fall

3 hours lecture and workshop

3 credits

THEA 204 Survey of Technical Theatre: Introduces technical elements of theatre production, including set design and construction techniques, stage lighting, sound, and costume and make-up design through research projects and hands-on laboratory experiences. Explores technical production and basic stagecraft.

Prerequisite: THEA 104.

Spring, even-numbered years

3 hours lecture, discussion, and workshop

3 credits

THEA 205 Acting II: Techniques and Styles: Concentrates on internal, external, and other acting techniques, script and character analyses, and introduces specific acting techniques for one or more historical periods, for example, Greek, Renaissance, and/or Restoration, in addition to Realism. Monologue and scene work, research projects, and mandatory participation in Actor's Showcase are required. Enhances a student's ability to analyze and perform varied roles and styles. Prerequisite: THEA 105 or consent of instructor.

Spring

3 hours lecture, discussion, and workshop

3 credits

THEA 304 Directing for the Stage: Introduces students to the concepts, theories, and practices of theatrical direction and examines the director's interaction with the script, the actors, and the designers. Students will learn how to select and analyze plays, conduct auditions and rehearsals, and collaborate with design and technical staff. During lab sessions, students will put theory into practice as they select, cast, and direct short plays, culminating in a public presentation.

Spring

2 hours lecture, 2 hours laboratory

3 credits

Trustees, Faculty, and Administration

Trustees

Albert G. Albert, Wilkes-Barre, Pa.
John Atkins, Waverly, Pa.
Marilyn Barbe, Beach Lake, Pa.
Susan S. Belin, Waverly, Pa.
William H. Bender, Scranton, Pa.
Dr. Edward G. Boehm, Jr., Factoryville, Pa.
The Honorable Trish Corbett, Moosic, Pa.
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Susan Scranton Dawson, Dalton, Pa.
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Mark DeStefano, Clarks Summit, Pa.
Harry E. Dowling '69, Clarks Summit, Pa.
Dr. David L. Elliott, Factoryville, Pa.
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David L. Tressler, Clarks Summit, Pa.
Dr. Betty J. Turock '53, Sommerset, NJ
Dr. David Turock '77, North Caldwell, NJ

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Charles F. Kennedy

William A. Lees '51

Bertram N. Linder

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B.A., Wilkes University

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B.S., Keystone College

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B.S., King's College

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B.A., M.B.A., Lincoln Memorial University (TN)

Marc Smith, Head Men's Basketball Coach
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B.S., Kutztown University

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B.S., Lock Haven University

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A.F.A., Keystone College

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B.S., Mansfield University

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National Alumni Association

The Keystone College National Alumni Association has more than 12,000 members. Members include graduates of Keystone Academy, Keystone Junior College, and Keystone College. It offers opportunities for Keystone alumni to maintain strong bonds with their alma mater and with each other. The National Alumni Association exists to foster loyalty and unity of its members for the College and support the College's mission and priorities. The Association is a mechanism for the exchange of ideas among alumni and acts as an official channel of communication between the alumni and the College. The organization nurtures lifelong relationship with and among current and future Keystone College alumni.

Alumni are informed of campus and alumni activities through *The Keystonian*, the official alumni magazine, and the monthly Alumni E-news. To register for E-news, visit <http://www.keystone.edu/Alumni/Database/addAlumni.asp>.

Additional information on the National Alumni Association may be obtained from the Office of Alumni Relations at One College Green, La Plume, PA 18440, 1-800-824-2764, option 5, or by e-mail at Alumnirelations@keystone.edu.

Visit the National Alumni Association on the Web at
<http://www.keystone.edu/Alumni/default.asp>

Campus Directory

General Information

(570) 945-8000

Toll-Free Numbers

1-877-4-COLLEGE

1-800-824-2764

Athletic Department

Gambal Athletic Center

(570) 945-8231

Campus Shoppe

Hibbard Campus Center

(570) 945-8000

Career Development Center

Ward Hall

(570) 945-8312

Chamberlin Center for Student Services

Hibbard Campus Center

(570) 945-8307

Academic Advising

ACT 101 Program

Drug & Alcohol Prevention

Personal Counseling

Transfer Counseling

Vocational Education

Information Technology

Computer Center

(570) 945-8200

Institutional Research

(570) 945-8202

Miller Library

(570) 945-8335

Office of Academic Affairs and

Dean of the College

Academic Affairs Center

(570) 945-8512

Office of Admissions

Sisson Hall

(570) 945-8111

New Student Orientation

Office of Campus Life

(570) 945-8252

Student Housing & Residence Life: (570) 945-8261

Student Activities

(570) 945-8258

Student Senate

(570) 945-8270

Center for Excellence and Leadership

Gardner Hall

(570) 945-8009

Office of Institutional Advancement

Harris Hall

Annual Fund

(570) 945-8010

Major Gifts

(570) 945-8157

Scholarships & Development

(570) 945-8155

Alumni Hall

Alumni Relations

(570) 945-8154

College Relations

(570) 945-8158

Corporate, Foundation &

Government Relations

(570) 945-8165

Office of Finance and Administration
Ward Hall
(570) 945-8832

Business Office
Human Resources Office
Student Business Services

Special Events
(570) 945-8162

Office of Financial Assistance and
Planning
Sabiston Hall
(570) 945-8132

Office of Health Services
(570) 945-8022

Office of the Registrar
Sabiston Hall
(570) 945-8224
Registration
Transcripts
Veteran's Certification Official

Office of the President
Harris Hall
(570) 945-8500

Office of Public Safety
(570) 945-8077
Parking
Safety and Security

Office of Residence Life
(570) 945-8261
Student Housing

Physical Facilities
Physical Facilities Building
(570) 945-8039
Housekeeping
Maintenance

Calendar

Fall 2006

August	23	Opening Faculty Meeting
	24	Mapping Day #4
	25 - 27	Keystone Compass Day's
	28	Fall classes begin
	28 - Sept.1	Welcome Back Week
September	30	Weekender registration and orientation
	31	President's Opening Convocation
	4	Labor Day – College closed
	6	Last day to add a traditional course
	22	Last day to add a Weekender course
October	22	Last day to drop a traditional course without notation
	4	Last day to withdraw from a first-half course with notation
	6	Last day to drop full semester course without notation
		Last day to drop a Weekender course without notation
	9	Columbus Day - Visitation day, no classes, offices open
	13	First-half classes end
	13 - 15	Family Day, Homecoming & Reunion Weekend
	16	Second-half classes begin
	16 - 20	Mid-Term Week
	27	Spring 2007 advising begins
November		Last day to drop a Weekender course with notation
	30	Spring 2007 Registration begins
	3	Last day to withdraw from a full semester course with notation
	8	Last day to drop a second-half course without notation
	17	Spring 2007 registration ends
	20	Last day to withdraw from a second-half course with notation
	22	Residence halls close at noon
	22 - 26	Thanksgiving break – College closed
	26	Residence halls reopen
	27	College reopens
December	8	Fall classes end
	11 - 15	Fall Finals Week
	16	Fall Finals Make-up Date
	22	College closes at 5 p.m.
	25-January 2	Winter holiday - College closed

Spring 2007

January	3	College reopens
	10	Weekender Registration and Orientation
	11	Opening Faculty Meeting
	15	Spring classes begin
	23	Last day to add a traditional course
February	2	Last day to add Weekender course
	7	Last day to drop first-half course without notation
	19	Presidents' Day /Visitation day, offices open, no classes
	23	Last day to drop a Weekender course without notation
	26 - March 2	Mid-Term Week
March	28	Last day to withdraw from a first-half course with notation
	2	Last day to drop a full-semester course without notation
	2	First-half classes end
	9	Last day to withdraw from a Weekender course with notation
	5 - 9	Spring break
	19	Second-half classes begin
	23	Last day to withdraw from a full-semester course with notation
	27	Last day to add a second-half course
	30	2007 Summer/Fall/Weekender advising begins
	2	2007 Summer/Fall/Weekender registration begins
April	9	College closed
	11	Last day to drop a second-half course without notation
	20	Last day to withdraw from a second-half course with notation
		2007 Summer/Fall/Weekender registration ends
	26	All-College honors convocation
May	1	PHEAA state grant deadline
	4	Spring classes end
	7 - 11	Spring Finals Week
	11	Residence hall close at 5:00 PM
	19	Commencement
	21	Commencement Monday- College hours 10:00-3:00 p.m.
	28	Memorial Day / College closed

La Plume and Towanda Weekender Schedules 2006/2007

Summer 2006

May 19-21

June 9-11

June 23-25

July 7-9

July 21-23

August 11-13

Fall 2006

September 8-10

September 22-24

October 6-8

October 27-29

November 10-12

December 1-3

Spring 2007

January 19-21

February 2-4

February 23-25

March 9-11

March 23-25

April 20-22

April 13-15, 2007 Weekender weather makeup date

Towanda Education Weekender

Summer 2006

June 2-4

June 16-18

June 30-July 2

July 14-16

July 28-30

August 18-20

Fall 2006

September 15-17

September 29- October 1

October 20-22

November 3-5

November 17-19

December 8-10

Spring 2007

January 26-28

February 9-11

March 2-4

March 16-18

March 30-April 1

April 27-29

April 13-15, 2007 Weekender weather makeup date

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Directions to Keystone College

To La Plume

From the North: I-81 South to Exit 202, Fleetville/Tompkinsville; West 8 miles on Route 107, left on Routes 6 and 11 to Keystone College.

From the South: I-81 North to Exit 194, Clarks Summit; North 8 miles on Routes 6 and 11 to Keystone College **or** Pennsylvania Turnpike (Northeast Extension - Route 476): north to Exit 131, Clarks Summit; North 8 miles on Routes 6 and 11 to Keystone College.

From New York City area: I-80 West to I-380; West to I-81; North to Exit 194, Clarks Summit; North 8 miles on Routes 6 and 11 to Keystone College.

From the West: I-80 East to I-81; North to Exit 194, Clarks Summit; North 8 miles on Routes 6 and 11 to Keystone College.

From the East: I-84 West to I-380; West to I-81; North to Exit 194, Clarks Summit; North 8 miles on Routes 6 and 11 to Keystone College.

To Towanda

From New York's Southern Tier: Route 117 West to Route 220 South to Route 6 East. The Towanda Center is located at 602 Main Street, which will be on your right..

From Northeastern Pennsylvania: Route 6 West to Towanda, cross bridge and turn right. The Towanda Center is located at 602 Main Street, which will be on your left..

Directions to the Keystone College Observatory

From Interstate 81: Route 81 to Exit 202, Fleetville/Tompkinsville. Take Route 107 West 1.5 miles. Turn left on Hack Road.

From Routes 6 & 11: Take Route 107 East to Fleetville Corners (red blinking light). Continue on Route 107 for approximately 3 miles and turn right on Hack Road.

Notes
